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ABSTRACT

The workbook for a course in basic Pashto, designed to accompany a textbook and other materials, contains notes and exercises for students to use after class sessions. It provides background information, study hints, and activities for reviewing new and previously learned information. The course consists of seven units, each containing five lessons. Each workbook lesson includes a lesson overview, cultural notes, notes on Pashto words and word use, new vocabulary, exercises, and a key to the exercises. Some lessons also include grammar notes. Some of the exercises have accompanying tapes. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. (MSE)

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ED286349

Pashto

Basic Course

Workbook

Units 1 - 7

NOVEMBER, 1986

DEFENSE LANGUAGE INSTITUTE
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Preface

This Workbook is one of five modules which comprise the Pashto Basic Course, Units 1 - 7. Other modules are the Textbook (with accompanying tapes), Teachers' Manual, Laboratory Manual (with accompanying tapes), and Writing Manual.

This Workbook is designed for use with accompanying tapes. It provides background reading and exercises for students to do at home. The material in each lesson is coordinated with the parallel lesson in the Textbook.

Each lesson consists of a lesson overview, cultural and grammar notes, word study, tape-driven exercises, and non-tape-driven exercises. There is an Answer Key to the exercises at the end of each lesson.

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awala hafta: muqadima

Unit 1: Introduction

awal dars: paxtāna tsok di?

Lesson 1: Who are the Pashtuns?

UNIT OVERVIEW

In this Unit you will learn to identify Afghanistan on a map and point to the Pashto-speaking area. You will also learn to locate important Pashto-speaking cities and towns on the map.

You will learn to understand and say several useful phrases in Pashto and will learn to give the Pashto words for objects in the classroom. You will learn to understand and give common classroom directions.

You will learn to recognize and pronounce all the sounds of Pashto and to read and write them in the system of transcription used in these teaching materials.

Introduction to this Workbook

This Workbook contains material which you are to cover as homework after each day's class work. The material is designed to provide you with background information of various sorts which will help you in understanding what you are studying, with notes and hints to help you study and learn more efficiently, and with exercises which will review what you have learned during the day and in previous lessons.

The material in a particular Workbook lesson is designed to be done in the middle of the class lesson (after the **rewāne xabare** section but before the **de jumle joṛəxt** section). It can also be done at the end of the class lesson.

Each Workbook lesson is divided into several parts. At the beginning of each unit, there is a **Unit Overview** (introduced by a Pashtun on horseback) which summarizes what you will be studying throughout the week.

Each lesson is begun with a **Lesson Overview** (introduced by a Pashtun lookout) which summarizes what you are studying in the lesson.

After the Lesson Overview, there is a section called **Cultural Notes** (introduced by an American G.I. and a Pashtun) in which information will be given which will help you understand Pashtun behavior (and therefore the Pashto language) better.

In the **Word Study** section (introduced by a Pashtun with a book) the new words of the lesson will be explained further; this additional information will make it easier to remember the words and to relate them to other words you have learned.

The **Grammar Notes** section (introduced by a Pashtun on a long trek with his packhorse) will explain the grammar of the lesson, and relate Pashto grammar to English grammar if necessary. (The points of English grammar you need to know in order to understand Pashto grammar will be reviewed.)

In the **Adding to Your Dictionary** section (introduced by a Pashtana embroidering a design on a dress), you will be given instructions for constructing your own Pashto-English dictionary. You probably know by now that there are no modern Pashto-English dictionaries available to you, and are probably wondering how you can study Pashto without a dictionary. You will be shown how to create your own dictionary.

The **Exercises** section of each lesson (introduced by a Pashtun practicing on a lute-like instrument) will provide you with exercises--some of them on tape, some of them written--to review what you have learned during the lesson. Answers to the exercises are at the end of each lesson (introduced by a dancing Pashtun). When you have finished the exercises for a lesson, you should check your answers. If there is something in the exercises you don't understand, make a note of it and ask your teacher about it the next day in class.

LESSON OVERVIEW

In this lesson, you are being introduced to the transcription system by which the pronunciation of Pashto is represented. So far, you have been working only with sounds in Pashto which are similar to English sounds. In addition, you are learning common useful phrases in Pashto.

CULTURAL NOTES

You are probably curious about the people who speak the language you are going to spend the next year learning. To get you started, there are several articles in National Geographic which describe Afghanistan and the Pashtuns. Look in the library for:

"Afghanistan: Crossroad of Conquerors." National Geographic, Vol. 134, No. 3 (September, 1968), pp. 297-345.

The date of the article makes it obviously out-of-date as far as politics are concerned, but the descriptions and pictures of the different ethnic groups who live in Afghanistan are still accurate.

As you read the article, note that only the Pashtuns and Pathans (the same people) speak Pashto natively. On pages 328 and 329, the author lists two Pashto phrases--*Staray ma-shi* and *Har kala roshi*--which you will learn in Unit 2.

There are three modern novels about Afghanistan which will give you a painless introduction to recent Afghan history (remember, however, that novelists are allowed to bend historical details to fit their stories):

Caravans, by James Michener, is an exciting novel about Afghanistan in the 1940's. The Afghans in the novel are for the most part Dari-speakers and not Pashtuns, but the descriptions of the geography and life in Kabul are excellent--and it's a terrific story. Caravans is available in paperback.

Kabul, by M. E. Hirsch (published in 1986 by the Atheneum Press in New York) is the story of a Pashtun/American family caught up in the political events in Afghanistan which led to the Communist takeover of the country in the late 1970's.

And Lie Down with Lions, by Ken Follett (published by William Morrow and Co, Inc., in New York in 1986) is a spy/adventure story of westerners working with the Afghan freedom fighters, set in the early 1980's.

Two recent accounts of travel in Afghanistan will give you an excellent idea of day-to-day life:

A Journey Through Afghanistan: A Memorial, by David Chaffetz (published in Chicago by Regency Gateway, Inc. in 1981), is a thoughtful, sometimes

painful account of the author's travels in Afghanistan sometime in the 1970's.

In Afghanistan: An American Odyssey, by Jere VanDyk (published in 1983 in New York by Coward-McCann, Inc.) describes the author's travels in post-invasion Afghanistan, along with an account of his encounters with the Afghan freedom fighters.

The standard, classic anthropological description of modern (but pre-Communist) Afghanistan is Louis Dupree's Afghanistan, published in 1973 by the Princeton University Press in Princeton, New Jersey.

WORD STUDY

Ordinarily, people in Afghanistan do not have last names. In educated, urban circles, a young man (in his twenties, usually) will adopt an additional name, and after he has done so, others in the educated urban circles will call him by the adopted name rather than his first name.

When Afghans visit or move to countries where it is expected that one has a last name, they use their adopted names as last names.

The current (Summer 1986) Afghan leader Najibullah, has never adopted an additional name; he goes by just his first name.

Ask your teachers why they chose the additional names they did; then ask them what they call one another.

GRAMMAR NOTES

In this unit, you will not be learning any grammar. You will simply be memorizing phrases without having to go into the internal structure (i.e. which word means what, what tense the sentence is in, and so on) of the phrases. Starting with Unit 2, you will be studying Pashto grammar step by step, and as you do so the internal structure of these phrases will be pointed out.

ADDING TO YOUR DICTIONARY

There are no really good Pashto-English dictionaries available to help you in your study of Pashto. The best ones were written in the nineteenth century when the British were interested in the Pashto-speaking areas and had occasion to learn Pashto. Since then, there hasn't been much interest in the Pashtuns, and there is correspondingly not much in the way of dictionaries, grammars and the like to help the English-speaker learn Pashto.

You are going to need a dictionary and will have to construct one for yourself.

Buy a supply of 3" x 5" index cards--you can get them in any school or office supply store, either lined or unlined, and in colors if you wish. You can also get boxes of various lengths (like the drawers of a card catalogue in a library) with mechanisms for keeping the cards upright and in order; you will probably want a box to keep your cards in.

As you learn new words in class, you will write them on the cards, one word or phrase per card, with the English translation for the word, its spelling in the Pashto alphabet (when you learn it), and grammatical information as you learn that as well. Each time you add to your stack of cards, you will alphabetize the cards: if you alphabetize them according to the Pashto words, you will have a Pashto-English dictionary; if you alphabetize them according to the English translations, you will have an English-Pashto dictionary.

There are two major advantages to having the words on index cards rather than in lists on bigger sheets of paper. First, you can keep the individual words alphabetized without having to rewrite them--a major consideration as you proceed from lesson to lesson, with fifteen to thirty new words and phrases per lesson. Second, you can select words you need to study and carry those cards around with you for study at odd moments.

An additional advantage to maintaining an index-card dictionary is that in keeping it up-to-date--alphabetizing and re-alphabetizing, adding new informaton, throwing away cards for phrases as you learn their internal grammar--you provide yourself with relatively painless reviews of vocabulary.

EXERCISES

Tape exercise 1.

1.	ə	ō	ə
2.	ə	ō	ə
3.	ə	ō	ə
4.	ə	ō	ə
5.	ə	ō	ə
6.	ə	ō	ə
7.	ə	ō	ə
8.	ə	ō	ə
9.	ə	ō	ə
10.	ə	ō	ə
11.	ə	ō	ə
12.	ə	ō	ə
13.	ə	ō	ə
14.	ə	ō	ə
15.	ə	ō	ə
16.	ə	ō	ə
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18.	ə	ō	ə
19.	ə	ō	ə
20.	ə	ō	ə
21.	ə	ō	ə
22.	ə	ō	ə
23.	ə	ō	ə
24.	ə	ō	ə
25.	ə	ō	ə
26.	ə	ō	ə
27.	ə	ō	ə
28.	ə	ō	ə
29.	ə	ō	ə
30.	ə	ō	ə

Tape exercise 2.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

KEY TO EXERCISES

Tape exercise 1

1. pə
2. dɒ
3. wər
4. sɒ
5. lōr
6. khōn
7. zə
8. dɒrs
9. shpɒg
10. tsə
11. nɒ
12. wə
13. lōs
14. kɒ
15. lɒr
16. dō
17. tə
18. yəm
19. dzōn
20. həm
21. dɒ
22. kə
23. lɒs
24. bōr
25. jəg
26. nə
27. dō
28. kɒ
29. dwɒ
30. swəl

Tape exercise 2.

1. de
2. tso
3. gwal
4. parda
5. kitāb
6. ṭep
7. tafri
8. kenay
9. karār
10. pare
11. tıkrār
12. shuro
13. sayi
14. mez
15. tāse
16. tsanga
17. raṇā
18. chup
19. dars
20. hafta

awala hafta: muqadima

Unit 1: Introduction

doyama dars: paxtāna chera zwand kawi?

Lesson 2: Where do the Pashtuns live?

LESSON OVERVIEW

In this lesson, you are learning more of the transcription system used to represent Pashto, and learning where the Pashtun-majority provinces of Afghanistan are. You are also learning some more phrases which will be useful to you as you study Pashto.

CULTURAL NOTES

In Lesson 1, you learned the words **lutfan** and **tashakur**. These are city words; in rural areas, people will use different phrases in place of **lutfan** and **tashakur**, or omit them in contexts where we would expect them to be. This does not mean that Pashtuns aren't polite; there You will learn these other phrases in due course, and you can yourself always use **tashakur** and be understood.

In the June, 1985 issue of National Geographic, there is an article called "Along Afghanistan's War-torn Frontier." The frontier described in the article is in Pashtun-speaking country on both sides of the Afghanistan-Pakistan border. The article will give you an idea of life among the Pashtuns since the Soviet invasion in 1979 and the resistance fighting against the Soviet occupation. Read the article for discussion in class.

WORD STUDY

You have undoubtedly noticed by now that the transcription system sometimes doesn't seem to match what you hear; the vowels in particular seem to be pronounced first one way, then the other, both by the Pashto speaker on the tape and by your teachers.

The problem here is that the transcription system reflects Pashto pronunciation as Pashtuns hear and speak it, and you are hearing it (of course) as an English-speaker. As you do the discrimination exercises (those where you underline the sound you think you hear) you are being trained to hear the Pashto words as Pashto-speakers hear them. As you continue to study Pashto, it will be easier and easier for you to hear Pashto as Pashtuns hear it; in a couple of weeks, you will notice that you "hear" Pashto more like it is spelled, and that spelling words with the transcription system has become much easier.

ADDING TO YOUR DICTIONARY

Write each phrase that you learned in Lesson 1 in the upper left-hand corner of an index card. Be very sure you have spelled it correctly in the transcription system! In the upper right-hand corner, write the English translation. At the bottom of the card, include any information (for example, a note on the card for **tashakur** to the effect that it is city-talk, or perhaps something your teacher told you about one of the other phrases) you feel is necessary or interesting.

Eventually, you will be adding the spelling in the Pashto alphabet to the card. The lower right hand corner might be the best place for the Pashto alphabet rendition.

EXERCISES

Tape exercise 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Tape exercise 2.

1.	kh	x
2.	kh	x
3.	kh	x
4.	kh	x
5.	kh	x
6.	q	k
7.	q	k
8.	q	k
9.	q	k
10.	q	k
11.	gh	g
12.	gh	g
13.	gh	g
14.	gh	g
15.	gh	g
16.	r	d
17.	r	d
18.	r	d
19.	r	d
20.	r	d

KEY TO EXERCISES

Tape exercise 1.

1. laghmān
2. balkh
3. ningrār
4. kandahār
5. farā
6. paktyā
7. zābal
8. baghlān
9. logar
10. kāpisā
11. helmand
12. wuruzgān
13. ghazni
14. wardag
15. kābal
16. kunaṛ
17. kunduz

Tape exercise 2.

1. x̱ə
2. sa<u>kh</u>t
3. po<u>x</u>
4. x̱āghəlay
5. tan<u>kh</u>a
6. gādər
7. <u>k</u>or
8. <u>k</u>alā
9. golba
10. taragi
11. rogẖtun
12. xāgẖəlay
13. gwəl
14. gora
15. gẖwāṛo
16. zo<u>r</u>
17. dung
18. sa<u>r</u>a
19. la<u>r</u>
20. gāl

awala hafta: muqadima

Unit 1: Introduction

dreyam dars: pa sinf ke

Lesson 3: In the Classroom

LESSON OVERVIEW

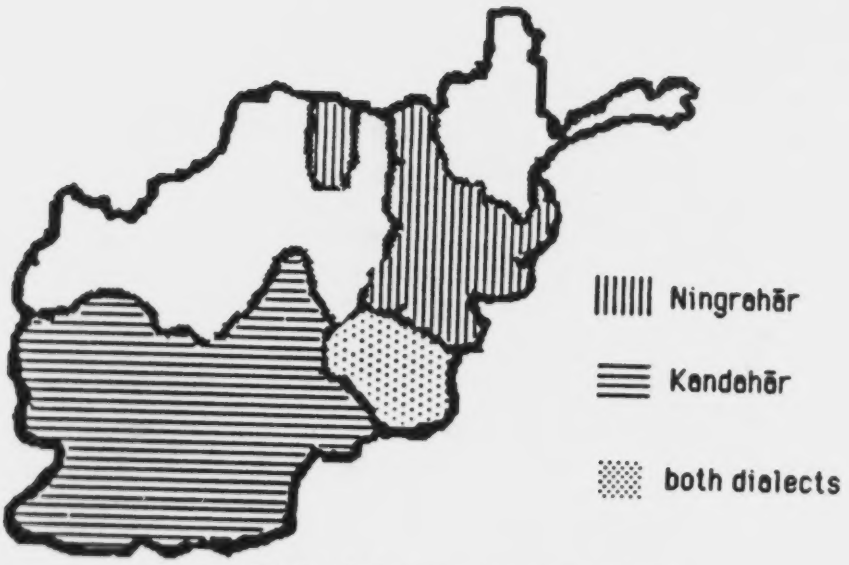
In this lesson, you are learning to recognize and pronounce the retroflex consonants ṭ, ḍ, ṇ, and ṛ, thereby working through the entire roster of Pashto sounds. There are no more new ones to learn.

You are also learning to understand and say phrases and commands that are useful in a classroom context.

CULTURAL NOTES

Pashto, like every other language, has several dialects. Just as Americans who listen to you can tell roughly where you come from by the way you speak English--in other words, by your dialect of English--Pashtuns can often tell where other Pashtuns come from by their Pashto dialect.

The dialect of Pashto taught in this book is called the eastern, or Ningrahār (usually pronounced **ningrār**) dialect. The other major dialect of Pashto is what is called the western, or Kandahār dialect.



Dialect Areas in Afghanistan

Dialects differ from one another in vocabulary: the word for "wolf" is **sharmash** (with the last **sh** a retroflex **sh**) in the Kandahār dialect, and **lewa** in the Ningrahār dialect. American English dialects have many such differences; you call that long, slender insect with the double pair of wings a <u>dragonfly</u> if you speak some dialects, or a <u>darning needle</u> if you speak some others.

One of the commonest, and most apparent, differences among dialects is that a particular sound (or letter) will be pronounced one way in one dialect, another way in another dialect, in all the words that that sound is in. Get together with people who come from different areas in the States and compare your pronunciation of, say, words with the long i sound: <u>night</u>, <u>by</u>, <u>fly</u>, <u>sight</u>, and so on. You will notice that you all sound different from one another (especially the Southerners), but any one of you pronounces the vowel the same way all the time. The differences are dialectal differences.

There are several such differences between the Kandahār and Ningrahār dialects of Pashto. One of the most noticeable is that Pashto speakers from Kandahar pronounce **x** as retroflex **sh**. The word for "wolf" given up above would be pronounced **sharmax** by Ningrahār dialect speakers.

This difference between **x** and retroflex **sh** is also why westerners spell Pashto with an <u>sh</u> (the retroflex gets lost somewhere in the spelling); the spelling reflects the Kandahār dialect pronunciation. The spelling of the language as <u>Pakhto</u> or <u>Pukhto</u> or <u>Pakkhto</u> or <u>Pukkhto</u> reflects western attempts to render the **x** of the Ningrahār dialect pronunciation. One

nineteenth-century grammar tried to cover both dialects in the title "A Grammar of the Pukkhto or Pukshto Language..." (the underlines are part of the title).

The transcription system used in your books reflects the Ningrahār dialect of Pashto (as it is spoken around Kabul) fairly closely. If your teacher speaks a different dialect of Pashto, you will soon notice that he will consistently pronounce some vowels and consonants differently from the transcription system. You will soon get used to the differences and cease to notice them, just as you don't notice differences in the dialects of other Americans.

WORD STUDY

A good many of the words in Pashto are borrowings from Arabic, Persian, and other languages. A borrowing is a word from one language that speakers of another language have taken over for use in their language. In general, when speakers of different languages live close to one another, a lot of borrowing goes on.

For the moment, knowing that a particular Pashto word is an Arabic borrowing won't help you much. Later on, however, as you learn the Pashto alphabet, you'll discover that Arabic borrowings are not spelled the same as Pashto words, so you will find it very helpful to know which ones are Arabic.

Of the words/phrases you have learned, the following are originally borrowings from Arabic:

salām
lutfan
tashakur
tarjuma
tikrār

ADDING TO YOUR DICTIONARY

Add the new phrases from Lesson 2 to your index card file, and alphabetize them according to the Pashto phrases or English translations as you prefer.

Pashto, in case you're counting, has thirty-eight separate sounds, compared to English, which has thirty-four or thirty-five, depending on the dialect. (Do not confuse English sounds and letters; English has more sounds than it has letters, which is one of the reasons why it's so hard to learn how to spell.)

Pashto has nine vowels and twenty-nine consonants. w and y are consonants in Pashto.

EXERCISES

Tape exercise 1

1. r d	6. r ɾ	11. ə ə
2. r d	7. r ɾ	12. ə ə
3. r d	8. r ɾ	13. ə ə
4. r d	9. r ɾ	14. ə ə
5. r d	10. r ɾ	15. ə ə

16. x kh	21. ə ə̄
17. x kh	22. ə ə̄
18. x kh	23. ə ə̄
19. x kh	24. ə ə̄
20. x kh	25. ə ə̄

Tape exercise 2.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

KEY TO EXERCISES

Tape exercise 1.

1. bade
2. farā
3. war
4. sara
5. kor
6. maṛ
7. joṛa
8. kor
9. wāṛa
10. chera
11. xa
12. xə
13. sakht
14. jag
15. maṛ
16. wuxyāra
17. xāysta
18. makha
19. paxa
20. khwār
21. lār
22. khwdāy
23. rāghle
24. maṇa
25. khayr

Tape exercise 2.

1. pə makha de xa.
2. staṛay mə se.
3. pə kor ke khayriat da?
4. asalāmāleykum.
5. wāṛa xə di?
6. pə stargo.
7. khwār mə se.
8. arkala wose.
9. khwdāy pāmān.
10. yawa daqiqa.

awala hafta: muqadima

Unit 1: Introduction

tsaloram dars: pə sinf ke

Lesson 4: In the Classroom

LESSON OVERVIEW

In this lesson, you are learning to ask for the Pashto names of items you can point to, to locate important cities and towns in Afghanistan and Pakistan, and to understand and give polite commands having to do with actions in the classroom.

WORD STUDY

Many of the Pashto words for classroom objects are borrowings from Arabic:

kitāb	book	**qalam**	pen
kitābcha	notebook	**barq**	light
dars	lesson	**naqsha**	map

Some are from Persian:

takhta	blackboard
tawāshir	chalk
mez	table

And two are from English:

pinsal	pencil
ṭep	tape recorder, cassette

The others are either pure Pashto, or both Persian and Pashto:

darwāza	door
kaṛkay	window
parda	curtain, blind
tsawkay	chair

The word **parda** is used to refer to coverings in general, not just window coverings.

ADDING TO YOUR DICTIONARY

Add the Phrases for classroom use from Lesson 3 to your stack of cards. Also add the question **dā tsa shay da?** and its answer _____ **da.** Give each word for a classroom object a card of its own (don't forget the words you learned in class). You won't need to list each _____ **da** sentence on a card (**pinsal da, kaṛkay da,** etc.). Alphabetize your cards.

EXERCISES

Tape exercise 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____

Tape exercise 2

1. city	province	10. city	province	19. city	province
2. city	province	11. city	province	20. city	province
3. city	province	12. city	province	21. city	province
4. city	province	13. city	province	22. city	province
5. city	province	14. city	province	23. city	province
6. city	province	15. city	province	24. city	province
7. city	province	16. city	province	25. city	province
8. city	province	17. city	province	26. city	province
9. city	province	18. city	province	27. city	province

KEY TO EXERCISES

Tape exercise 1.

1. zābəl
2. hirāt
3. laghmān
4. wardag
5. khost
6. jalālabād
7. kāpisā
8. kābəl
9. kunduz
10. paktyā
11. maymana
12. helmand
13. farā
14. wuruzgān
15. logar
16. mazāresharif
17. ningrār
18. kunaṛ
19. khānābād
20. charakār
21. gardez
22. balkh
23. kwaṯa
24. ghazni
25. baghlān
26. pexawār
27. kandahār

Tape exercise 2

1. province; 2. city; 3. province; 4. province; 5. city; 6. city; 7. province; 8. both; 9. both; 10. province; 11. city; 12. city; 13. both; 14. province; 15. province; 16. city; 17. province; 18. province; 19. city; 20. city; 21. city; 22. province; 23. city; 24. both; 25. both; 26. city; 27. both.

awala hafta: muqadima

Unit 1: Introduction

pindzam dars: tikrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing what you have learned in the previous four lessons: Pashto pronunciation and the transcription system, the cities of Afghanistan and Pashtun-majority provinces, the useful phrases, classroom commands, and vocabulary.

WORD STUDY

On the next pages, there is an alphabetized list of all the words and phrases covered in Lessons 1 through 4, minus of course the words and phrases you learned to say about your particular class environment. Compare the listings here with your index-card dictionary, and correct any discrepancies.

baghlān name of city, province in Afghanistan 1, 2; 1,3
balkh name of province in Afghanistan 1,2
barq light 1,4
barq raṇā ka/kay. Turn on the lights. 1,4
barq gwal ka/kay Turn off the lights. 1,4
byā ye wawāya/wawāyay. Say it again. 1,2; 1,4

charakār name of city in Afghanistan 1,3
____ chera da? Where is ___? 1,2

____ da. It's (a) _____ 1,4
dars lesson 1,4
dā tsa shay da? What's this? 1,4
de shuro wakht da. It's time to start. 1,3
de tafri wakht da. It's time for break. 1,3
de tafri wakht da? Is it time for break? 1,3
dalta nasta. He/she isn't here. 1,2
darwāza door 1,4
darwāza pore ka/kay. Close the door. 1,4
darwāza wāza ka/kay Open the door. 1,4

farā name of city, province in Afghanistan 1, 2; 1,3

gardez name of city in Afghanistan 1,3
ghazni name of city, province in Afghanistan 1, 2; 1,3
ghwag wanisa/wanisay. Listen. 1,3; 1,4
gramar de sayi ka/kay. Correct your grammar. 1,3; 1,4

ham alta da. He/she is right there. 1,2
ham dalta da. He/she is right here. 1,2
helmand name of province in Afghanistan 1,2
hirāt name of city in Afghanistan 1,3

jalālābād name of city in Afghanistan 1,3

kandahār name of city, province in Afghanistan 1, 2; 1,3
karār sa/say. Be quiet. 1,3; 1,4
kābal name of capital city, province in Afghanistan 1, 2; 1,3
kāpisā name of province in Afghanistan 1,2
kena/kenay. Sit down. 1,3; 1,4
khān title, used with first names 1, 1
khānābād name of city in Afghanistan 1,3
khost name of city in Afghanistan 1,3
kitāb book 1,4
kitāb de khlās ka. Open your book. 1,3
kitāb de wataṛa. Close your book. 1,3
kitābcha notebook 1,4
kitābuna mo khlās kay. Open your books. 1,4
kitābuna mo wataṛay. Close your books. 1,4
kunaṛ name of province in Afghanistan 1,2
kunduz name of city, province in Afghanistan 1, 2; 1,3
kaṛkay window 1,4
kaṛkay pore ka/kay. Close the window. 1,4
kaṛkay wāza ka/kay. Open the window. 1,4
kwaṭa Quetta, name of city in Pakistan 1,4

laghmān name of province in Afghanistan 1,2
lās de jag ka. Raise your hand. 1,3
lāsuna mo jag kay. Raise your hands. 1,4
logar name of province in Afghanistan 1,2
lutfan. please. 1,1
lutfan wro wro ghagega/ghagegay. Please say it slowly. 1,2; 1,4
lutfan ye pa angrezi wawāya/wawāyay. Please say it in English. 1,1; 1,4
lutfan ye pa paxto wawāya/wawāyay. Please say it in Pashto. 1,2; 1,4
lutfan ye tarjuma ka/kay. Please translate it. 1,1; 1,4

maymana name of city in Afghanistan 1,3
mazāresharif name of city in Afghanistan 1,3
mez table 1,4

na no 1,1
naqsha map 1,4
nāwakhta rāghay. He/she is late. 1,2
ningrār Ningrahar, name of province in Afghanistan 1,2
na puyegam. I don't understand. 1,1

paktyā name of province in Afghanistan 1,2
parda curtain, blind 1,4
parda porta ka/kay. Open the blinds. 1,4
parda xkata ka/kay. Close the blinds. 1,4
paxto Pashto 1,2
pexawar Peshawar, name of city in Pakistan 1,3
pinsal pencil 1,4
po swe? Do you understand? 1,1
pa paxto xa na puyegam. I don't speak Pashto very well. 1,2

qalam pen 1,4

salām. Hello. 1,1
sayi da. That's right. 1,1
sayi na da. That isn't right. 1,1
sāyab title, used with last names 1,1
shāgard student (Dari word) 1,4

tafri waka/wakay. Take a break. 1,3; 1,4
takhta blackboard 1,4
talafuz de sayi ka. Correct your pronunciation (to one person). 1,3
talafuz mo sayi kay. Correct your pronunciation (to more than one person). 1,4
tashakur. Thank you. 1,1
tawāshir chalk 1,4
ţep tape recorder, cassette 1,4
ţep chālāna ka/kay. Play the tape. 1,3; 1,4
ţep gwal ka/kay. Turn off the tape. 1,3; 1,4
ţep wadarawa/wadaraway. Stop the tape. 1,3; 1,4
tikrār ye ka/kay. Repeat. 1,3; 1,4
tsawkay chair 1,4
tsanga ye spil kawe? How do you spell that? 1,1

wardag name of province in Afghanistan 1,2
wo yes. 1,1
wuruzgān name of province in Afghanistan 1, 2
wəbaxa/wəbaxay. Excuse me/I'm sorry. 1,2
wədarega/wədaregay. Stand up/Stop moving. 1,3; 1,4

xowunkay teacher 1,4

zābəl name of province in Afghanistan 1,2
zda kawunkay (male) student 1,4
zda kawunke (female) student 1,4

Study hints

To help you learn the commands:
Pair up with a classmate. One of you give commands; the other carry them out. Try not to say anything in English: if one of you misunderstands, say so in Pashto. If the action doesn't match the command, say **sayi nə də**; and so on. Trade places, and continue.

To help you learn the vocabulary for classroom objects:
Pair up with a classmate. Pointing to various objects, one of you ask **dā tsə shay də?** The other one answer. If you don't know the word for the object pointed at, say **nə puyegəm.** Trade places, and continue.

To help you learn the city and province names:
Pair up with a classmate or two. Set up a competition: see which one of you can write the city (or province) names the fastest in transcription. Deduct points for misspelled words.

To help you remember words, phrases you find difficult:
Go through your index-card dictionary, looking at the English only. If you can't easily come up with the Pashto equivalent, set that card aside. When you have been through your entire list, give your stack of set-aside cardsto a classmate, and get him/her to quiz you on the difficult words/phrases.

To help you with pronunciation and the transcription system:
Listen again to the homework tape exercises in Lessons 1-4, which ask you to underline the sound you hear, and the dictation exercises.

doyama hafta: roghbaṛ

Unit 2: Greetings

awal dars: de nārina wo roghbaṛ

Lesson 1: Greetings Among Men

UNIT OVERVIEW

In this Unit, you will learn to greet Pashtuns appropriately in a variety of circumstances: on the street, on the telephone, and at a Pashtun's house. You will also learn to greet both men and women.

LESSON OVERVIEW

In this lesson, you are learning the formulas which constitute the greetings between men who meet one another on the street.

You are also learning to produce sentences with Pashto word order.

CULTURAL NOTES

All languages have phrases--often called "formulas," which are used to open and close conversations. English formulas are words and sentences like "hello," "how are you?" and its answers, "good bye," "see you later," and "have a nice day." Most of the Pashto formulas you will learn are questions which aren't answered. (You can answer the questions, of course, but it would sound funny to a Pashtun.) English has relatively few greetings; Pashto greetings are relatively extensive.

Learning how to carry on an appropriate greeting in Pashto is important. If you start out a conversation without the necessary greetings, you will be considered at best foreign and at worst unfriendly.

Pashtun men will greet one another without shaking hands, if the greeting is in an everyday situation. They will shake hands if the meeting is a social one, and firmly.

Pashtun society is an Islamic society (one most of whose members are member of the Islamic religion), and, like all Islamic societies, there is very little public physical contact between the sexes, not even between husbands and wives. On the other hand, it is perfectly all right, and expected, for members of the same sex to touch one another in greeting, or in ordinary friendship.

WORD STUDY

The phrase **staṛay ma se,** which means "May you not be tired," makes more sense if you know that it's used when the greeter is passing someone who is working; for example, when walking along a field where someone is at work. It's also used when the greet-ee is coming or has just come from somewhere. Otherwise, people may not say **staṛay ma se** or **khwār ma se;** they would say the other phrases in the greetings you learned.

GRAMMAR NOTES

In this lesson, you are to learn the following phrases as formulas. Don't try to figure out what individual words in each sentence mean.

asalāmālaykum.
walaykum.
pa khayr ye.
khayriat da.
sihat de xa da.
tashakur.
staṛay ma se.
khwār ma se.
khwdāy pāmān.
pa makha de xa.
merabāni.

Unit 2, Lesson 1

In this lesson, you need to know what is meant by word order, verb, personal pronoun, and adjective.

Word order refers to the order of words in a sentence: which word comes first, which comes second, and so on. All languages have relatively strict rules about word order: in English, for example, there's a big difference between the sentence "Jim hit John" and the sentence "John hit Jim."

Pashto word order is very different from English word order: the equivalent sentence to "Jim hit John" would have the Pashto word order "Jim John hit"; the equivalent sentence to "John hit Jim" would be "John Jim hit."

A verb is a word which refers to an action, for example "walk, run, talk, learn, go, sleep, fight," and so on. Any word you can fit in the blank in one of the following sentences is a verb:

John doesn't _____.

John doesn't _____ it.

If a word is a verb in English, its translation in Pashto (or any other language, for that matter) is probably a verb, too. The verb you are dealing with in Lesson 1 is the Pashto translation of the English verb "be," as in questions like "Are you well?"

Just as English changes the form of its verb "be" depending on the sentence (to "am, is, are, was, were," etc.) the Pashto equivalent of 'be' changes, also. In this lesson, you are learning **ye**, which translates roughly as "you are....," as part of the question "Are you.....?".

Here is a rule for you to remember always:

IN PASHTO, THE VERB ALWAYS COMES LAST.

Personal pronouns in English are the following: "I, you, he, she, it, we, you," and "they." All languages have personal pronouns, but not necessarily the same number as English has.

In this lesson, the important point about personal pronouns is that, in Pashto the personal pronoun equivalent to the "you" in the sentence "You are well" usually does not appear. The sentence **joṛ ye**, for example, translates literally as "well are." , but in Pashto it means the same thing as English "You are well."

Another grammar term that you will find useful in your Pashto studies is adjective, a word that describes, or modifies, other words in the sentence. English adjectives are words like "good," "safe," "sick," "brave," "hard-working," and so on. Like verbs, a word which is an adjective in English is likely to be an adjective in Pashto, too. In this lesson, you are learning several adjectives, and putting them into questions.

In the Pashto you have learned so far, adjectives have two forms, depending on whether they describe males or females. In this lesson you are learning only the male forms; in Lesson 2 you will learn the female forms.

As you learn the different forms used for men and women, you are being introduced to the grammatical concepts masculine and feminine which in Pashto as well as in many other languages determine the form of many, many of the words in a sentence.

Accenting the correct syllable is important in Pashto. Whenever the pronunciation a word or phrase is practiced for the first time, the accented syllable or syllables are underlined.

ADDING TO YOUR DICTIONARY

Add the sentences and phrases from the dialogue to your index-card dictionary, and alphabetize them. Be sure to underline the stressed syllables.

EXERCISES

Tape exercise 1.

Pashto speaker 1: **asalamālaykum.**

Pashto speaker 2: _____ **staṛay** ____ **se.**

Pashto speaker 1: _____

Together: _____ **ye?**

joṛ _____**?**

pa _____ **ye?**

khayriat _____**?**

xa _____ **ye?**

sihat de _____ **da?**

bikhi xa _____**?**

merabāni.

tashakur.

- - - - - - - - - - - - - - - - - -

Pashto speaker 1: **khwdāy** _____.

Pashto speaker 2: **pa makha** _____ **xa.**

Tape exercise 2.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Tape exercise 3.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

KEY TO EXERCISES

Tape exercise 1.

Pashto speaker 1: **asalāmālaykum.**
Pashto speaker 2: **wālaykum. staṛay ma se.**
Pashto speaker 1: **khwār ma se.**
Together: **tsanga ye?**
joṛ ye?
pa khayr ye?
xa joṛ ye?
sihat de xa da?
bikhi xa ye?
khayriat da?
merabāni.
tashakur.

Pashto speaker 1: **khwdāy pāmān.**
Pashto speaker 2: **pa makha de xa.**

Tape exercise 2.

1. **khwār ma se.**
2. **asalāmālaykum.**
3. **khwdāy pāmān.**
4. **bikhi xa ye?**
5. **staṛay ma se.**
6. **joṛ ye?**
7. **wālaykum.**
8. **khayriat da?**
9. **pa khayr ye?**
10. **tsanga ye?**

Tape exercise 3.

1. **kandahār;** 2. **qalāt;** 3. **laghmān;** 4. **kunaṛ;** 5. **kābal;** 6. **farā;** 7. **gardez;** 8. **afghanistān;** 9. **ghazni;** 10. **khost**

doyəma hafta: roghbaṛ

Unit 2: Greetings

doyam dars: lə xədzo sarā roghbaṛ

Lesson 2: Greeting Women

LESSON OVERVIEW

In this lesson you are learning to greet women, and to note the differences between greetings addressed to men and those addressed to women.

CULTURAL NOTES

As you might have gathered already, there are great differences in the ways Pashtun men and women behave. By our American values, Pashtun society is very male-dominated, a situation typical of Islamic societies. Women are sheltered from public view; they are thought of in terms of their relationship to men.

Pashtun men and women behave very differently in public. Pashtun women, for example, do not usually appear in public without a scarf or something covering their hair.

A rural woman (and also many city women) will not show her face to men she doesn't know; she will wear a tent-like garment which covers her from head to ankle (with a panel of thin material where her eyes are, through which she can see) or at least will arrange her head scarf so that a part of

it can be brought around to cover her face if an unknown man approaches. An unknown man is defined as a man who is not a close relative--husband, brother-in-law, son, father, brother.

Pashtun men from farms and villages will not approach or speak to a woman they don't know; known women are relatives, older women (over forty-five or so), and occasionally women who for one reason or another (say, a widow who has had to take on the public aspects of running a farm, and therefore has to be out in public a lot) have reason to talk to them. In fact, a man who approaches an "unknown" woman is assumed by her husband or brother or father to be making a pass at her, and is likely to be killed.

In the cities, the rules are generally much looser; women go out in public much more, and greet and are greeted by the men who know them much as women in the United States do.

For practical reasons, you should keep these customs in mind if you live and work in Afghanistan. A male American soldier in a rural area should not approach a woman and speak to her. Conversely, a female American soldier's normal friendly approach to a male stranger could possibly be misinterpreted by Afghan soldiers, who might assume that she means more by her friendliness than she actually does! As a foreigner and therefore a guest, you are protected from really dire consequences of such misunderstandings by the strong Pashtun code of hospitality (about which you will hear more this week), but an understanding of Pashtun customs and attitudes will save you inconvenience and embarrassment, and will also increase the respect Pashtuns have for you.

WORD STUDY

In the tape exercises in this lesson, you heard some phrases which are used only by women speaking to one another. Here they are, with their translations:

burə mə se. May you not be a woman-whose-son-has-died.
wrārə mə se. May you not be a woman-whose-brother-has-died.
sartorə mə se. May you not be bare-headed.
be pardə mə se. May you not be without covering.
nāmendə mə se. May you not be one-who-is-disappointed.
xādə se. May you be one-whose-hopes-have-been-fulfilled.
imāndārə se. May you be one-who-lives-with-her-faith

Note that **burə, wrārə, xādə, namendə,** and **imāndārə** are words that don't have one-for-one translations into English. The only word we have along these lines is "widow" (woman-whose-husband-has-died). The first two of these phrases reflect what we mentioned earlier about a woman's status being determined by her male relatives.

sartorə is literally "black-headed," and, since all Pashtun women have black hair, the idiomatic meaning is "bare-headed," or in other words without a scarf. The implication here is that the greeter is wishing that the greet-ee will never be without a husband to keep her in scarves. The phrase **be pardə** "without covering" has the same implication: may the greet-ee always live in a sheltered situation, in other words, protected by her husband.

The proper term for a Pashtun woman or girl is <u>Pashtanə</u>.

GRAMMAR NOTES

In this lesson, you are to learn the internal structure of sentences with the verb **ye** with adjectives, just like the last lesson, only this lesson introduces **ye** with feminine adjectives. You have no new formulas to learn; the formulas in this lesson's dialogue are the same as in the last lesson.

With the difference in forms between male and female, you are being introduced to the idea of grammatical gender. Pashto has two genders: masculine and feminine. Any one adjective has a masculine and a feminine form, and you say one or the other depending on whether the context is masculine or feminine. The only context you know so far is a natural one: when you are talking to a man, you use the masculine form of the adjective; and when you are talking to a woman, you use the feminine form.

ADDING TO YOUR DICTIONARY

Pull out the cards for **xə**, **joṛ**, **stəṛəy**, and **khwār**. To each, add the feminine form, e.g., **xə** (m), **xə** (f).

Write each of the following on cards. If you wish, you can include grammatical information-- in this case, that each word below is an adjective. Such information will be useful as you learn more about how adjectives work in the language.

wagəy hungry	**xāysta** handsome, pretty
zṛawar brave	**jəg** tall
widə asleep	**nāst** sitting
tagəy thirsty	**khapə** unhappy

EXERCISES

Tape exercise 1.

	to Amān:	to Rābyā:
1.	x	
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Tape exercise 2.

	Speakers:		Speakers:
Conversation 1:	male	Conversation 5:	
Conversation 2:		Conversation 6:	
Conversation 3:		Conversation 7:	
Conversation 4:			

Unit 2, Lesson 2

Exercise 3.

Write out a question you might ask each of the following:

1. someone who looks thirsty — tagay ye?
2. someone who looks miserable
3. someone who looks healthy
4. someone who looks unhappy
5. someone who looks tired

KEY TO EXERCISES

Tape Exercise 1.

	to Amān:	to Rābyā:
1.	x	
2.		x
3.		x
4.		x
5.		x
6.	x	
7.	x	
8.	x	
9.	x	
10.		x
11.	x	
12.		x
13.	x	
14.		x
15.		x

Tape exercise 2.

Speakers:

Conversation 1: male
Conversation 2: female
Conversation 3: male
Conversation 4: male
Conversation 5: female
Conversation 6: female
Conversation 7: male

Exercise 3.

1. **təgəy ye?** 2. **khwār ye?** 3. **xə ye?** or **joṛ ye?** 4. **khapə ye?** 5. **stəṛəy ye?**

doyama hafta: roghbar

Unit 2: Greetings

dreyam dars: telefun

Lesson 3: The Telephone

LESSON OVERVIEW

In this lesson, you are learning how to start and finish phone conversations in Pashto; most importantly, you are learning how to leave messages. You are also learning how to make statements in Pashto, and the very important difference between statements and questions.

CULTURAL NOTES

The phone system in Afghanistan is limited to systems within the largest cities, and extremely limited connections between those cities. Phones are mostly found in offices, embassies and consulates, markets (although not always) and in the houses of important people.

At the moment, a phone number in Kabul has five digits, e.g., 42303, and is said in the Pashto equivalent of "forty-two thousand, three hundred three"

People wanting to make a phone call usually use public phones, available in post offices and in telephone offices, and occasionally in other public places. To make a local call, you simply put a coin in one of the pay phones in the post or telephone office, in the market, or on the street, and proceed to dial.

Long-distance calls are much more involved. To call long-distance at the telephone office, you first buy a ticket for the long-distance call, and tell the office the name and number of the person you want to talk to. The office gives you a time to return on the following day to make your call, and then calls the callee to inform him that he should be at the phone office in his city at the appointed time to receive your call. You can shorten the process by arranging beforehand with your callee to be at his phone at a particular time and day; then you simply convince the telephone office that your callee is waiting for your call.

Phones in offices are answered by the boss, if he happens to be there. If not, anyone handy answers the phone. In a few offices, there are secretaries who answer the phone.

Phones in houses are answered by whoever is around. Phones are in cities only, so women who answer the phone can be talked to. If you happen to know Rābyā, therefore, you can chat with her (with the usual greetings) when you call Amān.

Pashtuns in rural areas (and this includes many of the mujaheddin, the Afghan freedom fighters) are highly likely not to ever have used a phone before--a fact hard to get used to if you are an American who has been using phones since early childhood. People who haven't used a phone must be shown how to hold the receiver, how to dial, how to talk (they tend to scream, for obvious reasons), and how to hang up.

If you work with Pashtuns in Afghanistan or Pakistan, you will notice immediately how different life and work are without phones, and you will be very aware of activities which accomplish what we in the U.S. accomplish with phone calls: going to someone's house to deliver a message, for example, or giving messages to be delivered by someone who will see the message-ee.

Communications among the mujaheddin are carried out almost entirely through messages; there are very few walkie-talkie systems among them.

WORD STUDY

The word **daqiqa** is borrowed from Arabic and has been adopted by several of the languages in the area.

The phrase **pə stərgo** literally translates as "in eye." It functions like English "okay" or "sure." This phrase is an idiom, which is a group of words the total meaning of which isn't the same as the meanings of the individual words. ("pick up," as in "I'll pick you up at eight" is an example of an English idiom).

stə, as in **amān stə?** and **nəstə**, literally means "exist," and will be the subject of later lessons. In this context, it functions like the English word "there" in the same context--you're asking if someone is in the house and can come to the phone.

nawe zaṛe is a phrase meaning literally "old, new," but it functions like our English "What's new?" It's also an idiom.

GRAMMAR NOTES

There is a new formula for you to add to your stock of greetings: **wāṛə xə di?**, which you say if the person you are talking to has children. The word **wāṛə** means "smalls" literally, or "small ones" in more elegant English.

You are also to learn the following as formulas:

yawə daqiqə.
nawe zaṛe.
tə tsok ye?
zə (name) **yəm.**
ze bə byā war tə wawāyem tse tə telefun kaṛay wə.
lutfan.
byā war tə wawāyə tse (name) **telefun kaṛay wə.**
pə stərgo.

The main grammar point of today's lesson is the difference between questions and statements in Pashto. We're talking here about questions which are answered with "yes" or "no" (the questions with the verb **ye** that you have been learning about are yes/no questions), not questions with question words like "who" or "how much."

In Pashto, the only difference between questions and statements is in

intonation, or in other words the way the voice goes up or down while pronouncing the words. Say the English question "You're tired?"; then say the English sentence "You're tired." What you have done to make the first one a question and the second one a sentence is to change your intonation pattern. This is how Pashto differentiates between questions and statements.

ADDING TO YOUR DICTIONARY

Add the new phrases to your dictionary, with their idiomatic translations. Be sure you can say the long Pashto sentence about "Tell him that _____ called", with your own name, fluently.

Pull out the cards for adjectives you learned in Unit 2, Lesson 1. Add the feminine forms.

EXERCISES

Tape exercise 1.

1.	Rābyā	Amān
2.	Rābyā	Amān
3.	Rābyā	Amān
4.	Rābyā	Amān
5.	Rābyā	Amān
6.	Rābyā	Amān
7.	Rābyā	Amān
8.	Rābyā	Amān
9.	Rābyā	Amān
10.	Rābyā	Amān
11.	Rābyā	Amān

Tape exercise 2.

Common men's names:

ahmad	asad	amān	amin
asad	aslam	hasan	jamil
najib	mahmud	hāmid	salim
awdal	abdal	akhtar	tor
spin	patang	khushāl	ghamay
shānur	bedar	tsunḍay	zmarak

Common women's names:

rābyā	laylā	sārā	pari
tarina	rupay	shirina	kawtara
pekay	baso	natkay	ghuṭay
spogmay	masta	zarina	tarina
xāperay	wogay	sitāra	wagma

Exercise 3.

Write out the conversation that takes place when Rābyā calls Laylā; Laylā's husband Asad answers the phone, and tells Rābyā that Laylā isn't there. Rābyā asks Asad to tell Laylā that she called.

Exercise 4.

Write out the conversation that takes place when Ahmad calls Amān. Rābyā answers the phone. Amān isn't home. Rābyā asks Ahmad who he is. Ahmad tells her. Then Rābyā says she will tell Amān he called.

Exercise 5.

Write the names of the Pashtun-majority provinces in the spaces below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____ _____
17. _____

KEY TO EXERCISES

Tape exercise 1.

1.	Rābyā	Amān	7.	Rābyā	Amān
2.	Rābyā	Amān	8.	Rābyā	Amān
3.	Rābyā	Amān	9.	Rābyā	Amān
4.	Rābyā	Amān	10.	Rābyā	Amān
5.	Rābyā	Amān	11.	Rābyā	Amān
6.	Rābyā	Amān			

Exercise 3.

Asad: **bale!**
Rābyā: **laylā sta?**
Asad: **na, nasta.**
Rābyā: **lutfan, byā war ta wawāya tse rābyā telefun kaṛay wa.**
Asad: **pa stargo. khwdāy pāmān.**
Rābyā: **khwdāy pāmān.**

Exercise 4.

Rābyā: **bale!**
Ahmad: **amān sta?**
Rābyā: **na, nasta. ta tsok ye?**
Ahmad: **za ahmad yam.**
Rābyā: **za ba byā war ta wawāyem tse tā telefun kaṛay wa.**
Ahmad: **tashakur. khwdāy pāmān.**
Rābyā: **khwdāy pāmān.**

Exercise 5.

farā	**helmand**	**kāpisā**	**ningrahār**
kandahār	**zābal**	**laghmān**	**kunar**
paktyā	**ghazni**	**baghlān**	**kunduz**
wuruzgān	**wardag**	**balkh**	**kābal**
logar			

doyəma hafta: roghbaṛ

Unit 1: Greetings

tsaloram dars: de chā kara tlal

Lesson 4: Going to Someone's House

LESSON OVERVIEW

In this lesson, you are learning to incorporate the greeting sequences you have learned into a visit to the home of a Pashtun. You will also learn how to talk about other people using the form **də**, which is parallel to "is."

CULTURAL NOTES

Social visits are a very important aspect of Pashtun society. Visits are made to carry messages (remember, very few people have phones), to conduct business, and to pass the time pleasantly. Visits can be spontaneous, or they can be planned; most, however, are spontaneous.

In nearly all cases, men visit men, and women visit women; even when a husband and his wife visit another couple, the men and women generally separate on getting together. If you as a male friend visit a Pashtun, you probably won't catch sight of the women in his family, except in the most urban households. This is the rationale behind the phrase **tsok nasta** "There isn't anyone here": your host is assuring you that you can come in without running the risk of seeing females you aren't supposed to see.

Most visits are of the drop-in variety; the household does not know you are coming, but is in principle prepared for guests at any time. Spontaneous invitations to stop off at a Pashtun's house are frequent. It is expected, for example, that of a group of men who know one another and who get off the bus together at a stop, the one whose house is closest will invite the others to come in for tea. Invitees are free to accept or refuse; in refusing, a simple "No, I can't" is enough; you don't have to come up with a reason.

Whenever you visit, you will be offered whatever food is available: tea, juice, fruit (melons, apples, pears, grapes--whatever is in season), cookies, cake or bread to go with the tea, and always dried fruit or candy. You can refuse the food if you wish, but keep in mind that the household is always prepared to feed you, so don't refuse just because you think it will cause trouble.

If you drop in around a meal time, you will be served along with your host. (And if there isn't enough of the planned meal to go around, it will be stretched with eggs, or in the city kabobs from a shop.) If you are a good friend of the household you are visiting, it's all right to drop in at mealtimes; if you aren't that close to the household, you choose a time to visit that doesn't involve a meal.

Naturally, the formality of a visit will vary widely, depending on how well you know your host and the personalities involved. Formal visits will include the formulas and greetings you learned in today's dialogue, with the "after-you-Alphonse" business about where to sit, and so on.

In rural areas, the Pashtun social code of behavior and ethics absolutely requires that a traveler or visitor be taken care of. This includes feeding and housing whatever animals he has with him. The traveler will be housed somewhere in the village: in someone's house or guest house, or in the mosque. The village expects to extend these courtesies, and does not expect to be paid; it is considered an honor to host a traveler.

WORD STUDY

zoraware is literally "strong", in the sense of having the upper hand. Here, in the context of a visit, it means "Don't be stubborn."

Don't confuse **xa** meaning "well", as in "Well, how are you?" with the **xa** you have learned as the feminine form of **xə**, "good." This new **xa** meaning "well...." is used in all sorts of contexts--sentence-starting, occasionally as the Pashto equivalent of "uh-huh" as you are listening to someone, and so on.

GRAMMAR NOTES

In the dialogue you learned today, you are to memorize the following phrases as formulas:

ərkəla rāse/ərkəla wose	**hamdā dzāy xa de.**
pə dzān joṛ ye?	**bar kena.**
pə kor ke khayriat de?	**pə khayr rā waraseda?**
wāṛə de xə di?	**salāmat wose.**
rādza merabāni wake.	**kor kali ke karāri wa?**
tə wṛānde sa.	**de khwdāy fazal de.**
rādza tsok naste.	**lə tā sara.**
dālta bar kena.	**salām wāya.**

In this lesson, you are being introduced to the word **de**, which is the equivalent of English "is"; in grammatical terms, it's the third person singular form of the copula. **ye** is the second person singular form. "Third person" refers to a verb form used when the sentence is about someone

besides the speaker and the listener, e.g. "He's tired." "Second person" refers to a verb form used when the sentence is about "you", e.g. "You're tired." And first person refers to verb forms used when the sentence is about the speaker, e.g. "I'm tired." singular refers to just one person; its opposite is plural, which refers to more than one; both together are called number. Note, in the glossary, that **ye** and **da** are labelled "2s" and "3s" respectively; "2s" means "second person singular" and "3s" means "third person singular".

Here are the English pronouns, labelled for person, number, and gender:

I - first person singular
you - second person singular or plural
he - third person singular (masculine)
she - third person singular (feminine)
it - third person singular (neuter)
we - first person plural
they - third person plural

You haven't seen any Pashto pronouns yet, except in the phrase **zə əsəd yəm**. You have seen the second person singular form **ye**, and you are about to learn the third person singular form **da**, of the Pashto equivalent of "be."

In this lesson, you are also learning to say sentences with subjects. The subject of a sentence is what's being talked about; it comes first in the sentence, both in English and Pashto. In the sentences you have learned to say so far (the ones with **ye**), the subject pronoun isn't expressed. You will see sentences with **da** in which the subject <u>is</u> expressed, and other sentences with **da** in which the subject <u>isn't</u> expressed.

ADDING TO YOUR DICTIONARY

Add each phrase in the dialogues to a card, then alphabetize the cards in with the rest of your cards. It will be useful to include the feminine forms of the phrases that have different masculine and feminine forms.

Go through your cards, covering up the Pashto, and see if you can remember what the Pashto equivalent of the English on the cards is.

EXERCISES

Tape exercise 1.

1.	Amān	Rābyā
2.	Amān	Rābyā
3.	Amān	Rābyā
4.	Amān	Rābyā
5.	Amān	Rābyā
6.	Amān	Rābyā
7.	Amān	Rābyā
8.	Amān	Rābyā
9.	Amān	Rābyā
10.	Amān	Rābyā

Tape exercise 2.

1.	statement	question
2.	statement	question
3.	statement	question
4.	statement	question
5.	statement	question
6.	statement	question
7.	statement	question
8.	statement	question
9.	statement	question
10.	statement	question
11.	statement	question
12.	statement	question
13.	statement	question
14.	statement	question
15.	statement	question

Exercise 3.

Fill in the blanks.

Asad: **asalāmālaykum.**

Amān: _____ **arkala** _____.

Asad: **arkala wose.**

Together: _____?

pa _____?

khayriat?

pa dzān _____ **ye?**

pa kor ke _____ **da?**

wāṛa de _____ **di?**

_____

tāse ta _____ **da?**

merabāni.

Amān: _____ **merabāni waka.**

Asad: **ta wṛānde** _____

Amān: **rādza** _____ **nasta. dālta bar** _____.

Asad: **hamdā dzāy** _____ **da.**

Amān: _____. **bar kena.**

- - - - - - - - - - - - - - - - - -

Unit 2, Lesson 4

Amān: _____, pə _____ rā wərəsede?

Asəd: salāmat _____ .

Amān: kor kəli ke _____ wə?

Asəd: de _____ fəzəl də.

Amān: wāɽə de _____ di?

Asəd: _____

- - - - - - - - - - - - - - - - - -

Asəd: khwdāy _____

Amān: _____ .

Asəd: lə _____ sərə.

Amān: salām _____.

Asəd: pə _____

KEY TO EXERCISES

Tape exercise 1.

1. Rābyā 2. Amān 3. Amān 4. Rābyā 5. Amān 6. Rābyā 7. Amān 8. Rābyā 9. Amān 10. Amān.

Tape exercise 2.

1. statement 2. question 3. question 4. statement 5. question 6. statement 7. question 8. statement 9. question 10. statement 11. question 12. question 13. statement 14. question 15. statement.

Exercise 3.

Asad: **asalāmālaykum.**
Amān: **wālaykum. arkala rāse.**
Asad: **arkala wose.**
Together: **joṛ...? pa khayr...? khayriat...? pa dzān joṛ ye? pa kor ke khayriat da? wāṛa de xa di? tashakur. tāse ta khayriat da? merabāni.**
Amān: **rādza merabāni waka.**
Asad: **ta wṛānde sa.**
Amān: **rādza tsok nasta. dālta bar kena.**
Asad: **hamdā dzāy xa da.**
Amān: **zorawara! bar kena.**
Amān: **xa, pa khayr rā warasede?**
Asad: **salāmat wose.**
Amān: **kor kali ke karāri wa?**
Asad: **de khwdāy fazal da.**
Aman: **wāṛa de xa di?**
Asad: **tashakur.**
Asad: **khwdāy pāmān.**
Amān: **pa makha de xa.**
Asad: **la tā sara.**
Amān: **salām wāya.**
Asad: **pa stargo.**

doyama hafta: roghbaṛ

Unit 2: Greetings

pindzam dars: tıkrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing what you have learned in the Unit. You are reviewing how to carry on a general greeting in Pashto, what to say on the telephone, and how to leave the message that you called, and what to say when you visit someone's house.

You are also reviewing the construction of sentences and questions with **ye** and **da**, and the masculine and feminine forms of several adjectives and phrases used in greetings.

WORD STUDY

Here is a list of all the words and phrases you have learned this week, minus the words that you and your classmates have asked your teacher to provide for your use.

As you learn more grammatical information about the words you encounter, this information will be included in the entry for each word in this section. The section will eventually resemble a dictionary, which typically lists the head word for an entry, then grammatical information which allows you to use the word correctly, then the English equivalent.

Abbreviations used in the following list are:

m = masculine	adj = adjective
f = feminine	1, 2, 3 = first, second or third person
phr = phrase	s = singular
n = noun	pl = plural

The number of the lesson in which the word or phrase first appeared is given at the end of each entry.

ahmaq adj, m. **ahmaqa** f. stupid 2, 4
arkəla rāse. phr May you visit always. (Parallel to "welcome") 2, 4
arkəla wose. phr. May you always be (here). 2,4
asalāmāleykum phr. Hello. 2, 1

badranga adj, m & f. ugly 2,4
bale phr. "Hello" (on telephone) 2, 3

bikhi xə ye? phr, m. Are you completely well? 2, 1; **bikhi xa ye?** f. 2, 2
byā wər tə wawāya tse (name) **telefun kaṛay wə.** phr. Tell him (name) called. 2, 3

dālta bər kena. phr, m. **dālta bara kena.** f. Sit down up there. 2, 4
de khwdāy fazəl da. phr. The mercy of God is upon us. 2, 4

hamdā dzāy xə da. phr This place is all right. 2, 4

joṛ adj, m. healthy 2, 1; **joṛa** f. 2, 2
jəg adj, m. tall 2, 1; **jəga** f. 2, 2

khapa adj, m & f. unhappy 2, 1; 2, 2
khayriat da? phr. Is everything all right? 2, 1
khobawaṛay adj, m. **khobawaṛey** f. sleepy 2, 4
khwār adj, m. miserable 2, 1; **khwāra** f 2, 2
khwār mə se. phr., m. May you not be miserable. 2, 1; **khwāra mə se.** f. 2, 2
khwdāy pāmān. phr. Goodbye 2, 1
kor ke karāri da? phr. Is everything all right at home? 2, 3
kor kali ke karāri wa? phr. Was everything all right at home? 2, 4

laṛ adj, m. **laṛa** f, lazy 2,4
lewanay adj, m. **lewanay** f. crazy 2,4
lutfan phr. Please 2, 3
lə tā sara. phr. You, too. 2, 4

mast adj, m. **masta** f. intoxicated 2,4
merabāni. phr It is kind of you. 2, 1

nāst adj, m. sitting 2, 1; **nāsta** f. 2, 2
nesha adj, m & f. very drunk 2, 4
nasta phrase, 3s. not exist; "not here/there" on telephone 2, 3
nawe zaṛe? phr. What's new? 2, 3

pa dzān joṛ ye? phr., m. **pa dzān joṛa ye?** f. Is your self healthy? 2, 4
pa khayr rā warasede? phr. Did you have a safe trip? 2, 4
pa khayr ye? phr. Are you all right? 2, 1
pa kor ke khayriat da? phr. Is everything all right at home? 2, 4
pa makha de xa. phr. Good fortune on your way. 2, 1
pa stargo phr. Sure. 2, 3

rādza merabāni waka. phr. Please come in. 2, 4
rādza tsok nasta. phr. Come, there isn't anyone. 2, 4

sāda adj, m & f. naive, simple-minded 2, 4
salām wāya. phr. Say hello for me. 2, 4
salāmat wosa. phr., m. **salāmata wo sa.** f May you be healthy. 2, 4
sihat de xa da? phr. Is your health good? 2, 1
sta vb, 3s. exist, be; "is there, here" (on telephone) 2, 3
staṛay adj, m. tired 2, 1; **staṛe** f. 2, 2
staṛay ma se. phr., m. May you not be tired. 2, 1; **staṛe ma se** f. 2, 2

teshakur. phr. Thank you. 2, 1
ta tsok ye? phr. Who are you? 2, 3
ta wṛānde sa. phr. You first. 2, 4
tagay adj, m. thirsty 2, 1; **tage** f. 2, 2

wālaykum. phr. Hello to you. 2, 1
wida adj, m. asleep 2, 1; **wida** f. 2, 2
wagay adj, m. hungry 2, 1; **wage** f. 2, 2
wāṛa de xa di? phr. Are your children all right? 2, 4
wāṛa xa di? phr. Are the children all right? 2, 3

xa phr. Well..... 2, 4
xāysta adj, m & f. handsome, pretty, beautiful 2, 1; 2, 2
xa adj, m. well 2, 1; **xa** f. 2, 2
xa joṛ ye? phr., m. Are you completely well? 2, 1; **xa joṛa ye?** f. 2, 2

ɣawa daqiqa phr. One moment (on telephone) 2, 3

zoroware! phr., m. **zorowarel** f. Don't be stubborn! 2, 4
za (<u>name</u>) **yem.** phr, 1s I'm (name). 2, 3
za ba byā war ta wawāyem tse tā telefun kaṛay wa. phr. I'll tell him you called. 2, 3
zṛawar adj, m. brave 2, 1; **zṛawara** f. 2, 2

GRAMMAR NOTES

You should by now be comfortable constructing questions and answers with **ye** and **da**. If we gave you a new adjective - say, **wuxyār**, which means "intelligent" or "smart," and told you that the feminine form is **wuxyāra**, you should easily be able to construct the Pashto equivalents for:

"You are intelligent" (to a man) _____

"You are intelligent" (to a woman) _____

"He is intelligent." _____

"She is intelligent." _____

"Amān is intelligent." _____

"Rābyā is intelligent." _____

"Are you intelligent?" (to a man) _____

"Are you intelligent?" (to a woman) _____

"Is he intelligent?" _____

"Is she intelligent?" _____

"Is Amān intelligent? _____

"Is Rābyā intelligent? _____

And you should be able to answer the questions with the Pashto equivalents of "yes" or "no".

Give these a try; the Pashto answers are in the Key.

EXERCISES

Tape exercise 1.

Men's names:

1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

Women's names:

1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

Unit 2, Lesson 5

Exercise 2.

1. Tell Rābyō that she is tall.

2. Tell Shānur that Asad is very drunk.

3. Ask Wagma if she is thirsty.

4. Tell Bedar that he is unhappy.

5. Tell Rābyō that Pari is pretty.

6. Ask Spin if Tor is sleepy.

7. Tell Shirina that Abdal is simple-minded.

8. Tell Tarina that Spogmay is sick.

9. Ask Najib if he is intoxicated.

10. Ask Kawtara if Mahmud is stupid.

11. Tell Pekay that she is crazy.

_____

12. Tell Rupay that Zarina is ugly.

_____

13. Tell Spin that Shānur is lazy.

_____

14. Ask Mahmud if he is sick.

_____

15. Tell Laylā that Wagma is simple-minded.

_____

16. Ask Abdal if he is crazy.

_____

17. Tell Tor he is ugly.

_____

18. Ask Pari if Sārā is simple-minded.

_____

19. Tell Hāmid that he is intoxicated.

_____

20. Ask Spin if he is very drunk.

_____

Study Hints

1. Get together with one of your classmates, and practice roleplaying different conversations and greetings like the ones you did in the first part of the lesson.

2. If you tend to remember what you see better than what you hear, write out conversations for the contexts you have listed in your Class Book.

3. Check the contents of your index-card dictionary against the vocabulary list given here. Clear up any inconsistencies between what you have on your cards and what is listed.

4. Shuffle your index-card dictionary. Cover up the Pashto, and see if you can remember the Pashto when you see the English. (The reverse--covering up the English and using the Pashto as prompt--isn't as effective a study tool.)

5. Get together with a classmate, and quiz each other.

KEY TO EXERCISES

Grammar Notes.

"You are intelligent." (to a man): **wuxyār ye.**
"You are intelligent." (to a woman): **wuxyāra ye.**
"He is intelligent.": **wuxyār da.**
"She is intelligent.": **wuxyāra da.**
"Amān is intelligent.": **amān wuxyār da.**
"Rābyā is intelligent.": **rābyā wuxyāra da.**
"Are you intelligent?" (to a man): **wuxyār ye?**
"Are you intelligent?" (to a woman): **wuxyāra ye?**
"Is he intelligent?": **wuxyār da?**
"Is she intelligent?": **wuxyāra da?**
"Is Amān intelligent?": **amān wuxyār da?**
"Is Rābyā intelligent?": **rābyā wuxyār da?**

Tape exercise 1.

Men's names:

1. **zmarak** 2. **tor** 3. **amin** 4. **hasan** 5. **asad** 6. **abdal** 7. **awdal** 8. **spin** 9. **najib** 10. **patang** 11. **akhtar** 12. **khushāl** 13. **bedar** 14. **alam** 15. **aslam** 16. **hāmid** 17. **ahmad** 18. **shānur** 19. **tsunday** 20. **amān**

Women's names:

1. **tarina** 2. **pakay** 3. **spogmay** 4. **wagma** 5. **pari** 6. **kawtara** 7. **baso** 8. **masta** 9. **rupay** 10. **xāperay** 11. **rābyā** 12. **natkay** 13. **ghuṭay** 14. **sitāra** 15. **zarina** 16. **shirina** 17. **wogay** 18. **peri** 19. **sārā** 20. **laylā**

Exercise 2.

1. jəga ye.
2. asad nesha ùa.
3. təgey ye?
4. khapa ye.
5. pari xāysta da.
6. tor khabawaray da?
7. abdəl sāda da.
8. spogmay nājoṛa da.
9. mast ye?
10. mahmud ahmaq da?
11. lewanay ye.
12. zarina badranga da.
13. shānur laṯ da.
14. nājoṛa ye?
15. wagma sāda da.
16. lewanay ye?
17. badranga ye.
18. sārā laṯa da?
19. mast ye.
20. nesha ye?

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

awal dars: de dzān pə bāra ke ghagedəl

Lesson 1: Talking about Yourself

UNIT OVERVIEW

In this Unit's lessons, you will learn to ask and answer the questions you're likely to be dealing with when you meet Pashtuns. You will also be introduced to the questions that Pashtuns ask one another when they meet.

You will also learn the rest of the forms of the Pashto equivalent of "be," so you will be able to talk about everyone, not just "you" and "he."

This week you will also start learning the Pashto writing system.

LESSON OVERVIEW

In this lesson, you are learning to understand and respond to the standard questions a Pashtun will ask a stranger. You are also learning the form **yam**, which is parallel to English "am," and how to use it with prepositional phrases and nouns. You are also learning the numbers 1 to 10.

CULTURAL NOTES

Sam and Najib are having their conversation on a bus, which is standard public transportation from place to place in rural Afghanistan.

You'll have noticed already that the Pashto equivalent of the question "What's your name?" isn't among the questions in Najib's and Sam's conversation. Pashtuns (and a lot of other people) are not so concerned about knowing people's names as Americans are and are perfectly comfortable talking to you without having found out what to call you. This is much the same as our behavior when talking to people we don't expect to see again, for example, seatmates on a plane. You'll learn later this week how Pashtuns identify themselves to strangers.

You'll also have noticed already that it's perfectly normal for a Pashtun to ask a stranger how much money he makes, which is definitely <u>not</u> polite among Americans. As an American, your initial reaction to the question is to be offended; the Pashtun who asks the question, however, doesn't mean any offense, so get used to the notion that people will ask and if it still bothers you, learn how to fudge your answer. One way to fudge is to give your answer in dollars rather than afghanis; those who can figure out the exchange rate are also aware that Americans don't like to be asked how much they make. Another way to fudge an answer is to say **kala lag kala dera**, "sometimes more, sometimes less."

Ordinarily, the answer to **de kum dzāy ya?** is to give your home town. If you're traveling in a foreign country, however, it's highly unlikely that people you meet will recognize your home town unless it happens to be New York, Chicago, or one of the other very big cities. So Sam's answer that he is from America is more meaningful.

Sam's Pashto is pretty good, isn't it? You will find out where he learned it in later Units.

The **awghānay** is the Afghan unit of currency, comparable to our dollar. At the moment, one dollar is worth between 20 and 150 **awghānay**. Old hands in Afghanistan call the **awghānay** af," as in "That shirt costs 250 afs."

Najib and Sam did not greet each other the way you learned how in Unit 2 because they are strangers.

WORD STUDY

In this lesson, you are learning the numbers from one to ten. The word for "one" is the one number that has a masculine and a feminine form. All the others have the same form whether in masculine or feminine context.

You might have noticed, in the titles of lessons, words for "first," "second," and so on, that look a little like the numbers. The numbers you are learning in this lesson--**yaw, dwa, dre,** and so on--are <u>cardinal</u> numbers. The numbers used in the lesson titles are <u>ordinal</u> numbers. They correspond exactly to English cardinals and ordinals:

yaw, yawa	one	**awal**	first
dwa	two	**doyam**	second
dre	three	**dreyam**	third
tsalor	four	**tsaloram**	fourth
pindza	five	**pindzam**	fifth

You'll notice, if you look, that the ordinals in the Unit titles end in **a**. They're feminine, to go with the word **hafta** "week," which is feminine. More about the gender of nouns in a later lesson this week.

VERY IMPORTANT NOTE: the word for "soldier" is **spāyi**. The word for "dog" is **spay**. Soldiers have respect in Afghanistan; dogs are considered unclean. Be sure to pronounce **spāyi** with stress on the **yi**, and with a good, solid **ā**!

Be careful to make a distinction between **tsa**, which means "what?" and **tso**, which means "how much, how many?"

Also be careful not to confuse **da** meaning "your" and **da** meaning "of." The word order will give you a clue as to which **da** you're dealing with: **da** "your" is <u>after</u> the noun; **da** "of" is <u>before</u> the noun.

GRAMMAR NOTES

You are to learn the following as phrases (although by now you are probably recognizing individual words here and there):

afghanistān ta tsa wakht rāghalay ye?
_____ myāste kegi.
dalta tsa kār kawe?
de myāste nizde _____ zara awghānay.

In this lesson, you are learning to use **ye, yam,** and **da** with other forms besides adjectives. Look at the following sentences in English:

He	is	intelligent.
He	is	from America.
He	is	a soldier.
I	am	intelligent.
I	am	from America.
I	am	a soldier.
You	are	intelligent.
You	are	from America.
You	are	a soldier.

You are learning the equivalent structures in Pashto. You already know the important things: that the word order will be different in Pashto and that the pronoun isn't there (in circumstances learned so far).

As you remember from Unit 2, the word "intelligent" is an adjective. The phrase "from America" is a prepositional phrase. ("from" is a preposition, "America" is a noun; the preposition and noun combine to form the prepositional phrase. Other examples of prepositional phrases are "in the Army," "at the base," "behind the jeep," "beside a perfectly beautiful blue and white Trans Am," and so on.) In the phrase "a soldier," "a" is an article and "soldier" is a noun. Pashto does not have a word corresponding to the article "a" in English.

In English, nouns, adjectives and prepositional phrases come after the verb "be." In Pashto, they come before the "be." For example:

English: He is intelligent.
Pashto: intelligent is.

English: He is from America.
Pashto: from America is.

English: He is a soldier.
Pashto: soldier is.

ADDING TO YOUR DICTIONARY

Add the following new vocabulary items to cards. Include on the card for each word any grammatical information you have; this information will be more and more useful to you as you learn more Pashto.

amrikā	dzāy
tankhā	tsa
spāyl	tso
de (meaning "your")	kum
me	

Also add the Pashto numbers from 1 to 10 to cards, with their English equivalents. List both masculine and feminine forms for yaw.

Unit 3, Lesson 1

EXERCISES

Tape exercise 1.

a. 5
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____
k. _____
l. _____
m. _____
n. _____
o. _____
p. _____
q. _____
r. _____
s. _____
t. _____
u. _____
v. _____
w. _____
x. _____
y. _____
z. _____

Tape exercise 2.

1. Sam	Sam's dog	6. Sam	Sam's dog
2. Sam	Sam's dog	7. Sam	Sam's dog
3. Sam	Sam's dog	8. Sam	Sam's dog
4. Sam	Sam's dog	9. Sam	Sam's dog
5. Sam	Sam's dog	10. Sam	Sam's dog

Exercise 3.

1. Say that Sam is from New York. _____
2. Ask if Awdəl is from Kābul. _____
3. Ask Najib where he is from. _____
4. Say that Sārā is from Khost. _____
5. Tell Aslam that he is from Gardez. _____
6. Ask where Kawtara is from. _____
7. Tell Bedar that you are from America. _____
8. Ask if Shirina is from Farā. _____
9. Say that Tor is from Kunaṛ. _____
10. Tell Amin that Spin is from Kandahār. _____

KEY TO EXERCISES

Tape exercise 1.

a. 5 b. 6 c. 9 d. 1 e. 4 f. 7 g. 3 h. 8 i. 2 j. 4 k. 10
l. 3 m. 6 n. 1 o. 9 p. 7 q. 8 r. 2 s. 1 t. 10 r. 3 v. 5
w. 6 x. 4 y. 3 z. 10

Tape exercise 2.

1. **spāyi** 2. **spay** 3. **spay** 4. **spāyi** 5. **spāyi** 6. **spay**
7. **spāyi** 8. **spāyi** 9. **spay** 10. **spāyi**

Exercise 3.

1. Sam **de** New York **da.**
2. **awdəl de kābəl da?**
3. **de kum dzāy ye?**
4. **sārā de khost da.**
5. **de gardez ye.**
6. **de kum dzāy ye?**
7. **de amrikā yəm.**
8. **de farā ye?**
9. **tor de kunaṛ da.**
10. **spin de kandahār da.**

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

doyam dars:
de khpəle koranəy pə bāra ke ghagedəl

Lesson 2: Talking about Your Family

LESSON OVERVIEW

In this lesson, you are learning how to ask and respond to questions about family members, specifically children. In the process, you are learning the form **di**, "(they) are," and you are being introduced to noun plurals.

CULTURAL NOTES

You have probably noticed that Najib and Sam have not asked each other about their wives. To do so is to show undue interest in the women in the respective families, and that is impolite, bordering on outrageous, in Pashtun society.

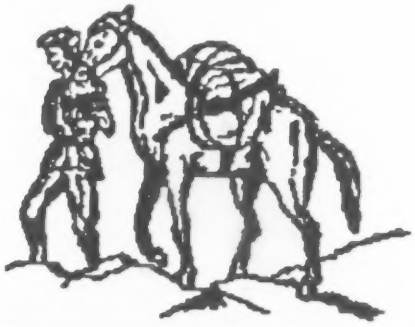
Rural Pashtuns will know in general how old their children are, but nowhere near so big a fuss is made about birthdays as it is in the United States. It will be a rare rural Pashtun who remembers--if it was noticed in the first place--what day he was born, or what day his children were born. An approximation as to year is enough.

Most Islamic societies value sons more than daughters--they share this with Far Eastern cultures - and this is reflected in Najib's question about whether Americans like girls or boys better and in his answer to Sam's question.

WORD STUDY

The **ye** in **lərəm ye** is not the **ye** "(you) are" you have already learned. You will not learn this other **ye** for several weeks.

Remember **tsənga** from the phrase **tsənga ye?** It means, roughly, "how," and the phrases **tə tsənga** and **tāse tsənga** translate as "how about you?" and "how about you-all," respectively. **tə** and **tāse** are examples of the pronouns we keep telling you about but you never see. You see them here because Sam is emphasizing the "you" and the "you-all".



GRAMMAR NOTES

You are to learn the following as formulas:
wāṛə lare?
lərəm ye.
yəwə lur me....
khwdāy de ye lari (**khwdāy** is the Pashto word for God.)

əmrikā ke
de əmrikāyāno luṇe xe-esi ka zāmən?
dwaṛə
tāse tsənga luṇe mo xe-esi ka zāmən?

In this lesson, you will learn how Pashto forms noun plurals. Plural refers to more than one person or thing; singular refers to just one.) In English, we usually form the plural of a noun by adding s, as in son-sons, daughter-daughters, etc. We also have "irregular plurals" in English, as in child-children. The Pashto words for "son" and "daughter" which you are learning in this lesson both have irregular plurals.

ADDING TO YOUR DICTIONARY

Add the new vocabulary items to your dictionary. Include any grammatical information you feel is necessary.

zoy /zāman	lur/luṇe
wāṛa	aw
kalan/kalana	ka
di	chera

Also add the phrases from the dialogue:

wāṛa lare?
larəm ye.
khwdāy de ye lari
amrikā ke
de amrikāyāno luṇe xe-esi ka zāman?
tə tsanga?
tāse tsanga?
tso kalan

EXERCISES

Tape exercise 1

1.	Himself	Shirine	Spin	Someone else
2.	Himself	Shirine	Spin	Someone else
3.	Himself	Shirine	Spin	Someone else
4.	Himself	Shirine	Spin	Someone else
5.	Himself	Shirine	Spin	Someone else
6.	Himself	Shirine	Spin	Someone else
7.	Himself	Shirine	Spin	Someone else
8.	Himself	Shirine	Spin	Someone else
9.	Himself	Shirine	Spin	Someone else
10.	Himself	Shirine	Spin	Someone else

Tape exercise 2

1.	Najib's	Sam's	6.	Najib's	Sam's
2.	Najib's	Sam's	7.	Najib's	Sam's
3.	Najib's	Sam's	8.	Najib's	Sam's
4.	Najib's	Sam's	9.	Najib's	Sam's
5.	Najib's	Sam's	10.	Najib's	Sam's

Tape exercise 3

a. _____ b. _____ c. _____ d. _____ e. _____ f. _____

g _____ h. _____ i. _____ j _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____ q. _____ r. _____

s. _____ t. _____ u. _____ v. _____ w. _____ x. _____

y _____ z. _____

KEY TO EXERCISES

Tape exercise 1.

1. Shirina; 2. Spin; 3. himself; 4. someone else; 5. Shirina; 6. someone else; 7. Spin; 8. himself; 9. Shirina; 10. Spin

Tape exercise 2.

1. Sam's; 2. Najib's; 3. Najib's; 4. Sam's; 5. Sam's; 6. Najib's; 7. Sam's; 8. Najib's; 9. Najib's; 10. Sam's.

Tape exercise 3.

a. 3 b. 5 c. 9 d. 2 e. 8 f. 3 g. 6 h. 10 i. 1 j. 4 k. 2
l. 5 m. 8 n. 6 o. 10 p. 1 q. 6 r. 7 s. 8 t. 4 u. 3 v. 6
w. 9 x. 7 y. 1 z. 3

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

dreyam dars: de mujāhidino lidəl

Lesson 3: Meeting Some Mujaheddin

LESSON OVERVIEW

In this lesson, you are learning about the mujaheddin, who they are and how they are organized. You are also learning the forms **yu** and **yāstəy**, which are the last of the copula forms you have to learn--in talking about the present, at any rate.

In this lesson you are also learning about the gender of nouns.

CULTURAL NOTES

The mujaheddin--the word is used in English--are the Afghan freedom fighters, the Afghans who are conducting guerilla warfare against the Soviets. In Afghanistan, a **spāyī** is a soldier in the army; since 1979 the army is controlled by the Soviets, and so the mujaheddin are in effect fighting against the **spāyān**. A **mujāhid** is a freedom fighter, part of the forces that are conducting guerilla warfare against the Soviets.

The word **mujāhid** is Arabic; it means, literally, "fighter in a holy war." The Arabic and Pashto word for "holy war" is **jihad**. As Islam is so powerful a force in Afghan society, and as many of the "reforms" the Soviets are trying to establish are counter to Islamic values, many if not most Afghans see the resistance movement as a holy war.

The mujaheddin are organized in **tanzims**. There are seven tanzims officially recognized by the Pakistan government. They are listed below, first in the spelling you'll run across in newspapers (these are transliterations from Dari, the language the names are in), then the English translation, then the Pashto pronunciation, and then the name of the leader is given. You'll notice that Mawlawi Khalis' **tanzim** is the second one on the list. You'll also notice that most of the **tanzim** leaders are also religious leaders.

1. Hezb-i Islāmi
   Islamic Party
   hizb-e-islāmi
   Leader: Gulbuddin Hekmat Yarmi

2. Hizb-i Islami
   Khalis Islamic Party
   hizb-e-islāmi
   Leader: Mawlawi Khalis

3. Harakate Ingelabe Islami Afghanistan
   Afghanistan Islamic Revolutionary Movement
   harakate ingilābe islāmi
   Leader: Mawlawi M. Nabi Muhammadi

4. Mahaze Mili Islami
   National Islamic Front
   mahāze milie islāmi
   Leader: Sayed Ahmad Gilani

5. Jamiate Islami
   Islamic Society
   jamiate islāmi
   Leader: Prof. Burhanuddin Rabāni

6. Jabhaei Nejat Mili Afghanistan
   National Liberation Front of Afghanistan
   jabhāe nijate milie afghanistān
   Leader: Sebghatullah Mujadidi

7. Etehade Islami Baray Azadi Afghanistan
Islamic Alliance for the Liberation of Afghanistan
ɪtehāde ɪslāmi baraye azādie afghanɪstān
Leader: Prof. Abdurab Sayaf

A word on titles. **mawlawi** is a religious title; Mawlawi Khālis is recognized as a religious functionary. The title is put before the man's name. **xāghalay** corresponds pretty straightforwardly with our "mister," and also goes before the man's name, as in **xāghalay abdalhaq**, which Sam called Abdul-Hak. **xāghalay** is used with the person's last name, never with his first. It's like **sayab** in that respect.

Some more on the tanzims, from a summer, 1986 government report:

> One of the Peshawar-based organizations is Hesb-e-Islami, headed by Gulbuddin Hekmatyar, who had started political activities in Paskistan even before the April coup. Hesb-e-Islami is a very well-disciplined organization, the operation of which is based on strong centralism. Its leaders and many of the members are educated young men. The fundamentalist idology of this group derives from that of Sayed Qutb from Egypt, the founder of the international Muslim Brotherhood. Its head, Hekmatyar, a Pashtun originally from Imamsahib in the north, was active as an Ikhwani in Afghanistan before fleeing sometime before 1973. It is noteworthy that Gulbuddin's family was not particularly religiously oriented--his father was an ordinary shopkeeper, and he himself had no formal Islamic training. He attended the Faculty of Engineering at Kabul University. The members of his organization are mainly Pashtuns, primarily from Nangrahar, Laghman, Kunar, Kabul, Kodaman, Tagaw, Baghlan, Kunduz, Jozjan, Faryab, and Badghis. Some non-Pashtuns from these same areas also belong to his organization.
>
> Another organization based in Peshawar is Jam'iat-e-Islami, headed by Burhanuddin Rabani, who also began his activities in Pakistan before the April coup after fleeing governmental persecution of Ikhwanis. In idology, Rabani, like Hekmatyar, is fundamentalist, also belonging to the Islamic Brotherhood. However, in approach or tactics, he is more flexible than Gulbuddin, and his party shows less centralism in its organizational structure. Rabani is a Tajik, originally from Badakhshan, and a former professor at the Faculty of Theology

at Kabul University. Most members of Rabani's organization are also educated and are Tajiks, Uzbeks, and Turkmans from northwest Afghanistan (primarily Herat, Takhar, Badakhshan, and parts of Baghlan) and from Parwan. There are also a small number of Pashtuns in Rabani's organization, but in ratio he does not have as many Pashto speakers as Hekmatyar has Dari speakers. Rabani himself is conscious of this imbalance.

Another group, led by Khalis, a clergyman, is also called Hesb-e-Islami. Khalis, also a fundamentalist but not an Ikhwani, began his anti-Taraki activities in Pakistan just after the April coup. He comes from the Khogyani Pashtun tribe in Nangrahar in the regions bordering Pakistan. The members of his organization are mainly clergymen and their students. Most come from Nangrahar and Paktia, and some from the mountainous regions to the south and southeast of Kabul.

Another clergyman who started to work against the Taraki government immediately after the April coup is Mohammad Nabi Mohammadi, the leader of the Islamic Revolutionary Movement, or Harakat-e-Inqilab-e-Islami. Unlike the first three groups mentioned, Mohammad's group is moderate. Most of the members of his organization are also clergymen or their students. Mohammadi is a Pashtun from Logar, and the members of his organization are also mostly Pashtuns from Logar and Paktia, Ghazni, Zabul, Kandahar, Helmand and Farah, and some from Balkh.

The fifth organization is the National Liberation Front, led by Sibghatullah Mujedidi. Mujedidi also started his activities against the Taraki government soon after the coup. Mujedidi is an educated man and is moderate both in his ideology and in his tactics and approach. Since he belongs to the prominent Mujedidi family, he is also considered a spiritual leader. His mother tongue is Dari, but he can also communicate in Pashto and the members of his group are both Pashtun and non-Pashtun. He is from Kabul and the organization's members are mainly from Kunar, Logar, Kabul, Nangrahar, Laghman, and Kandahar.

The sixth main resistance organization based in Peshawar is Gailani's group, the Islamic Revolutionary Front. Gailani Pir, a moderate, is also a spiritual leader, and most of the members are his disciples. They are primarily uneducated Pashtuns from Paktia, Logar and Ghazni, Kandahar, Helmand and Nimroz, and from the north.

These constitute the most important and the oldest of the Peshawar-based organizations. One more is perhaps worth noting as well. Abdurab Sayaf heads a group called the Islamic Alliance for the Freedom of Afghanistan. He is also, in name, still the head of a coalition of the three main fundamentalist groups described above plus four smaller ones--a coalition called the Islamic Alliance of Afghan Mujahuddin (one of two coalitions which both bear the same name). The fundamentalist alliance of which Sayaf is the nominal head is more commonly referred to as the Alliance of Seven to distinguish it from the other coalition bearing the same name which consists of the three moderate organizations described above, and which is commonly referred to as the Alliance of Three. In actual practice, the Alliance of Seven has fallen apart although it continues in certain formal respects, and Sayaf has emerged as an influential leader of his own group, as mentioned. Sayaf, an Ikhwani fundamentalist, is a Pashtun from Paghman and a relative of Hafizullah Amin. He was jailed during Daoud's republic along with many other Ikhwanis, but unlike so many of them, was not killed when the communists took power. It is said that he was spared because of his family relation to Amin. He was freed after the Russian invasion when the Karmal government granted amnesty to many political prisoners, whereupon he fled to Pakistan. The members of his organization come from many different ethnic groups, but the majority are still Pashtuns. He appears to be one of the most influential people among the refugees in Pakistan and his power is growing very fast. The main strength behind his organization is that he receives enormous amounts of aid from Arab countries compared to other resistance organizations. Just recently Saudi Arabia gave him, personally, not his organization, ten million dollars.

WORD STUDY

The word **moṭar** means anything with an engine that carries people, e.g., a bus, a truck, a car--but not a motorcycle. Actually, Sam and the mujaheddin are waiting for any vehicle that will take them where they want to go.

As was mentioned above, **mujāhid** is an Arabic word, and the plural **mujāhidin** is an Arabic plural, and therefore doesn't follow any of the Pashto rules for plurals.

day, as in the Pashtun's introduction of Abdul-Hak to Sam, is one of those pronouns that commonly does not appear, like **zə**, "I" and **tə** "you." **day** is the third person singular masculine pronoun, parallel to "he." Usually, however, it functions like English "this," as in "This is the famous commander Abdul-Hak."

GRAMMAR NOTES

Nouns in Pashto are either masculine or feminine. That means that the nouns in the language belong to one of two classes, and membership in one or the other of the classes will determine what form the plural has, among other things.

Generally, the gender of a noun depends on what sounds the noun ends with. That's why **amrikā** is feminine, and **afghanistān** is masculine: Pashto words ending in **-ā** are usually feminine, and Pashto words ending in consonants are usually masculine.

Look at the following rules:

- Words which refer to male people or animals are masculine; words referring to female people or animals are feminine, regardless of the sounds they end with.
- Masculine nouns for inanimate objects regularly form the plural by adding **-una** to the singular.
- Masculine nouns for animate objects (i.e. animals and people) regularly form the plural by adding **-ān** to the singular.
- Feminine nouns (which regularly end in **-a**) regularly form the plural by changing the **-a** to **-e**.

The nouns that don't follow these rules and others that you will be learning are true irregular nouns, parallel to ox and child in English.

Now that you have learned the forms **yu** and **yāstəy**, you know all the forms for the verb "be" in the present tense. Here they are:

	Singular	Plural
1st person	**yəm**	**yu**
2nd person	**ye**	**yāstəy**
3rd person	**da**	**di**

ADDING TO YOUR DICTIONARY

Add cards for Lesson 3's new vocabulary. Include the gender of nouns.

mojāhid/mujāhidin
tanzim/tanzimuna
mashhur, mashhura
qumandān/qumandānān
day
xaghalay
mawlawi

Also add the occupation names **bazgar, māmur, dukāndar,** and **shpon,** given in the **koshish wakay** section of Lesson 2. They are all masculine.

Go through your cards, and pull out all the nouns. In the next part of the lesson, you will find out what gender they all are, and what their plurals are.

EXERCISES

Tape exercise 1.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Exercise 2.

Look at the following nouns and their plurals. Referring to the rules given above, indicate whether the noun is "probably masculine," "probably feminine," or "can't tell."

	Probably M	Probably F	Can't Tell
1. qalam, qalamuna			
2. tsawkay, tsawkay			
3. kitāb, kitābuna			
4. takhta, takhte			
5. mez, mezuna			
6. mujāhid, mujāhidin			
7. māmur, māmurān			
8. paxtana, paxtane			
9. xowunkay, xowunki			
10. kaṛkay, kaṛkay			
11. zoy, zāman			
12. xowunkay, xowunki			
13. shpon, shpāna			
14. hafta, hafte			
15. lur, luṇe			

Exercise 3.

Label the cities:

KEY TO EXERCISES

Tape exercise 1.

1. **hizb-e-islāmi**
2. **hizb-e-islāmi**
3. **harakate ingilābe islāmi**
4. **mahāze milie islāmi**
5. **jamiate islāmi**
6. **jabhāe nijate milie afghanistān**
7. **itehāde islāmi baraye azādie afghanistān**

Exercise 2.

1. probably masculine ; 2. can't tell; 3. probably masculine; 4. probably feminine; 5. probably masculine; 6. can't tell; 7. probably masculine; 8. probably feminine; 9. can't tell; 10. can't tell; 11. probably masculine; 12. probably masculine; 13. probably masculine; 14. probably feminine; 15. probably feminine.

Exercise 3.

balkh
kabul
jalālābād
gardez
ghazni
khost
qalāt
farā
kandahar

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

tsaloram dars: paxtānə lə yawbəl sara ghagigi

Lesson 4: Pashtuns Talk to Each Other

LESSON OVERVIEW

In this lesson, you are learning to ask and answer the kinds of questions Pashtuns ask one another on meeting--"Where are you coming from? Where are you going? What tribe do you belong to?" You are also learning about the plural of adjectives. In the process, you are also learning more about the Pashtun code of hospitality and about Pashtun tribes.

CULTURAL NOTES

Najib and his friends are on their way home to settle a quarrel among Najib's relatives. It's getting dark, and they need a place to stay for the night. They approach a **kalā**, a walled-in compound which--depending on its size--can include quarters for a single family, an extended family (a father and mother, say, their children, children's spouses and grandchildren) or even an entire village. The purpose of the walls around a kalā is to protect those inside from thieves, marauders and the like. It's part of the Pashtun code of hospitality that anyone who asks for protection will receive it, including foreigners.

Najib and his friends will have heard that Bārām Khān is an important man in the area, and will assume that he is the master of the kalā. So they present themselves at the door of the kalā, and are taken to him. If today's conversation had continued, Bārām Khān would have suggested that Najib and his friends stay the night; they would have accepted and gone on their way the next morning.

khān, by the way, is a title--not just Pashtun; Ghengis Khan wasn't an Afghan. In Pashtun-speaking areas, **khān** is a title given to local people who have authority. Note that it is used with the first name; in rural areas people don't have last names.

Note that Najib's answer to the question **tsok yāstay** is not his and his friends' names, but the names of the tribes or families they belong to. This is the usual and appropriate answer to the question when asked by strangers. As a foreigner, no one will expect you to belong to a Pashtun tribe; your name is an appropriate answer. But keep in mind that Pashtuns talking to one another will not give their names when asked who they are.

Also remember that there is no automatic connection between a Pashtun's last name and his tribe. As you recall, an individual chooses his own last name, and it may or may not be the name of his tribe. To further complicate the picture, some non-Pashtuns choose Pashtun tribal names as their last names.

Here is a list of the biggest Pashtun tribes:

popalzi
norzi all belong to the **durāni** confederacy, mostly in western
alkozi Afghanistan.
atsakzi
khugyāṇi (Khalis' tribe, in eastern Afghanistan)

ahmadzi
sapi
shinwāri
mumand all belong to the **ghaldzi** confederacy, mostly in eastern
afridi and southeastern Afghanistan.
wazir
masud
dzādzi
mangal
zaḍrāṇ
taṇi
niāzi
sulemānkhel

Some more information on Pashtun tribes, from a government report:

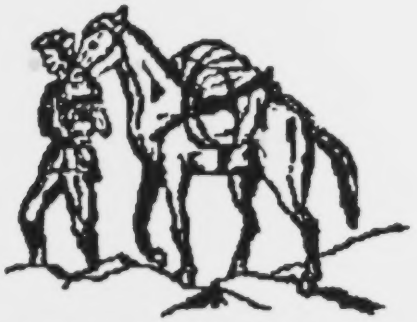
Pashtun society as a whole is made up of numerous tribes divided into more than 400 clans according to their genealogical trees. Of this total, the twenty-odd Pashtun tribes within Afghanistan are grouped traditionally into two main tribal confederations called Durrani and Ghilzi. The Durrani tribes, who live mainly in the southern and western provinces of Rarah, Nimroz, Helmand, Kandahar, and Uruzgan, are the Barikzi, Popalzi, Alkozi, Achikzi, Nurzi, Alizi, Ishaqzi, and Maku. In addition, there are the Khugiani, also a Durrani tribe but one living in the east of the country. On the other hand, the tribes of the Ghilzi confederation include the Hotak and Kakar, who live in the same provinces as the Durrani tribes; the Andar, Soliamankhel, Nasar, Taraki, and Tukhi, who live in Zabul and Ghazni; the Zadran, Mangal, Jaji, Ahmadzi, and Wardak, who live in Paktia, Logar and Wardak; and the Shinwari and Sapi, who live in Ningrahar, Laghman, and Kunar.

The Pashtuns are strongly conscious of their tribal and clan affiliations. Almost all Pashtuns in Afghanistan, even the de-tribalized ones, know which clan and tribe they belong to, though they may not be able to trace their common ancestors. Others may be able to name seven generations in their genealogy. This keen consciousness of their clan or tribal affiliation is evidenced by the fact that when two strangers meet in the tribal area and one is asked "Who are you?", the response will normally be the name of the clan or tribe, such as Niazi or Ludi, and not the individual's own name, such as Abdul Majidi.

The phrase **ǰaze sara kari di** has been translated as "feuding," which doesn't reflect the state of affairs with Najib's relatives. The phrase literally translates as "have done shooting with each other"; Najib's relatives have been fighting one another with guns.

WORD STUDY

tsok has come up again, this time in the phrase **tsok kho** meaning "no one", and then again by itself in **tsok mṛə nə di**, with the negative **nə**, meaning "no one is dead."



GRAMMAR NOTES

You probably noticed that the phrase **stəṛi mə say** is not the **stəṛəy mə se** you learned in Unit 2. The difference between **stəṛi** and **stəṛəy** reflect the fact that Bārām Khān is talking to more than one person.

Adjectives in English have only one form. For example, the word <u>old</u> does not change in the following sentences:

The Pashtun is old.
The Pashtuns are old.
The Pashtana is old.
The Pashtanas are old.

In Pashto, however, adjectives can have up to four forms to indicate gender and number. For example, the sentences above translate as:

paxtun zoṛ də.
paxtāna zāṛə di.
paxtana zaṛa da.
paxtane zaṛe di.

In these sentences, the adjective **zoṛ** has four different forms. Most Pashto adjectives have only one masculine form, however.

Be sure to focus on the difference between **de kum dzāy yāstəy?** and **lə kuma rāghləy?** When a Pashtun asks the first question, he wants to know where you're from, as in your home town; when he asks the second, he wants to know where you've come from, as in where you have just been. The literal translation of **de kum dzāy yāstəy** "of which place (you) are?" helps make that clear.

ADDING TO YOUR DICTIONARY

Be sure that all the nouns on your cards have had the plural form added. If you want, you can simply mark a particular noun as masculine or feminine if it is regular, i.e. it follows one of the three rules you learned. This is the way dictionaries usually indicate plurals and genders and so forth. (Note that in an English dictionary the plural of regular nouns isn't listed, but the plural of irregular nouns is.)

Add the new vocabulary from this lesson's conversation, with any grammatical information you feel necessary:

kor
roghtun
pə _____ ke
məlgər
khān
tsok kho
məṛ, mṛə, mṛə, mṛe
zakhmi, zakhmyān
ahmadzay
zadrāṇ
nə

EXERCISES

Tape exercise 1.

	Guest born in:	Guest just came from:
1.	kandahār	khost
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Tape exercise 2.

1.	dō tsə shay do?	dō tsə shay di?
2.	dō tsə shay do?	dō tsə shay di?
3.	dō tsə shay do?	dō tsə shay di?
4.	dō tsə shay do?	dō tsə shay di?
5.	dō tsə shay do?	dō tsə shay di?
6.	dō tsə shay do?	dō tsə shay di?
7.	dō tsə shay do?	dō tsə shay di?
8.	dō tsə shay do?	dō tsə shay di?
9.	dō tsə shay do?	dō tsə shay di?
10.	dō tsə shay do?	dō tsə shay di?

Tape exercise 3.

1. _____ 10. _____
2. _____ 11. _____
3. _____ 12. _____
4. _____ 13. _____
5. _____ 14. _____
6. _____ 15. _____
7. _____ 16. _____
8. _____ 17. _____
9. _____ 18. _____

KEY TO EXERCISES

Tape exercise 1.

	Guest born in:	Guest just come from:
1.	kandahār	khost
2.	kābəl	pexawar
3.	khost	kābəl
4.	farā	kandahār
5.	paktyā	khpəle jabhe
6.	laghmān	gardez
7.	ghazni	jalālābād
8.	gardez	kandahār
9.	qalāt	kābəl
10.	jalālābād	farā

Tape exercise 2.

1. ...di? 2. .....da? 3. ....da? 4. ....di? 5. ....da? 6. .....di? 7. ....di? 8. ....da? 9. ....di? 10. .....da?

Tape exercise 3.

1. popəlzi; 2. norzi; 3. alkozi; 4. atsəkzi; 5. khugyāṇi; 6. ahmadzi; 7. sapi; 8. shinwāri; 9. mumand; 10. afridi; 11. wazir; 12. masud; 13. dzādzi; 14. mangal; 15. zaḍrāṇ; 16. taṇi; 17. niazi; 18. sulemānkhel.

dreyama hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

pindzam dars: tıkrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing questions and answers you are likely to be asked by Pashtuns and questions and answers Pashtuns ask one another on meeting. You are also reviewing noun and adjective genders and plurals.

WORD STUDY

Here is a list of the words and phrases you have learned this week.

The words are listed in the same format that most dictionaries use. The word itself is listed, followed by grammatical information, followed by the meaning of the word in English. The lesson in which the word first appears is also included in this list.

The abbreviations for grammatical information are as follows:

n = noun
adj = adjective
m = masculine
f = feminine
sg = singular
pl = plural
phr = phrase
vb = verb

Note that nouns and adjectives that follow the rules you have learned are listed without their feminine and/or plural forms, whereas irregular nouns and adjectives have all forms listed and labelled. This is standard practice in dictionaries.

afghanistān n, m. Afghanistan 3, 1
afghanistān ta tsa wakht rāghalay ye? phr. When did you come to Afghanistan? 3, 1
ahmadzay name of Pashtun tribe 3, 4
amrikā n, f. America 3, 1
amrikā ke phr. in America 3, 2
ata m & f. eight 3, 1
aw and 3, 2

bad adj. bad 3, 4
baghlān ta tsanga rawān yāstay? phr. Why are you going to Baghlan? 3, 4
bazgar n,m. farmer 3,2

chera where 3, 2
chera zay? phr. Where are you going? 3, 3
chera rawān yāstay? phr. Where are you going? 3, 4

dā this (refers to inanimate objects) 3, 4
day he, this (refers to people) 3, 3
day de kābal mashhur qumandān abdalhaq da. phr. This is the famous commandant from Kabul, Abdul-Hak. 3, 3
de of 3, 1
de your 3, 1
de amrikāyāno luṇe xe-esi ka zāman? phr. Do Americans prefer daughters or sons? 3, 2
de mawlawi khālis de tanzim yu. phr. We're from the party of Mawlawi Khālis. 3, 3
de myāste nizde _____ zara awghānay phr. About _____ thousand afghanis a month. 3, 1
di vb. are 3, 2
dre m & f. three 3, 1
dukāndār n, m. shopkeeper 3,2
dalta tsa kār kawe? phr. What work do you do here? 3, 1
dwa m & f. two 3, 1
dwaṛa both 3, 2

ghwāṛo tse sara joṛ ye kṛu. phr. We want to reconcile them. 3, 4

ka or 3, 2
kalā n,f. **kalāgāne** pl. fortress, walled compound 3, 4
kalan adj, m. **kalana** f. years-old 3, 2
khān title in rural areas, used with first name. 3, 4
kho dwa tana ḍer sakht zakhmyān di. phr. Two of them are badly injured. 3, 4
khobawaṛay adj. sleepy 3, 4; 2, 5 Workbook
khpala jabhe ta dzu. phr. We're going to our front. 3, 3
khwdāy de ye lari (phr) May God keep them alive 3, 2
kor, n, m. house 3, 4
kum which 3, 1
kum dzāy phr. which place, where 3, 1
kala lag kala ḍera phr. sometimes more, sometimes less 3, 1 Homework manual

larəm ye. phr. I have (them). 3, 2
las m & f. ten 3, 1
laṭ adj. lazy 3, 4; 2, 5 Workbook
loy adj. big 3, 4
luṇe mo xe-esi ka zāmən? phr. Do you prefer daughters or sons? 3, 2
lur n, f. **luṇe** pl. daughter 3, 2
la kuma rāghlay phr. Where are you coming from? 3, 4

māmur n, m. official (job title) 3,2
mashhur adj. famous 3, 3
mast adj. tipsy, drunk 3, 4; 2, 5 Workbook
mawlawi religious title, used with last name 3, 3
me my 3, 1
mojāhid n, m. **mujāhidin** pl. mujaheddin, Afghan freedom fighters 3,3
moṭar ta walāṛ yāstay? phr. Are you all waiting for a bus? 3, 3
malgaray, n, m. friend 3, 4
maṛ, adj, m. sg. **mṛa** m pl. **mṛa** f sg. **mṛe** f pl. dead 3, 4
____ **myāste kegi.** phr. _____ months ago. 3, 1

nesha adj. drunk 3, 4; 2, 5 Workbook
na not 3, 4
naha m. & f. nine 3, 1
naway adj. m sg. **nawi** m pl. **nawe** f sg. & pl. new 3, 4

pindzə m & f. five 3, 1
pə _____ ke in, at 3, 4

qumandān n, m. commandant 3, 3

roghtun, n. m. hospital 3, 4

shay n.m. thing 3, 4
shpag m & f. six 3, 1
spāyi n, m. soldier 3, 1

tənzim n, m. mujaheddin organization 3, 3
tənkhā n, f. salary 3, 1
tāse tsənga? phr. What about you-all? 3, 2
tsəlor m & f. four 3, 1
tso how much, how many 3, 1
tsok kho no one 3, 4
tsok kho mṛə nə di? phr. No one is dead, are they? 3, 4
tə həm ghwaṛe moṭər ke lāṛse? phr. Do you want to go by car, too?" 3, 3
tə tsənga? phr. How about you? 3, 2
tərbruno me ḍəze sərə kəṛi di phr. My relatives have been feuding. 3, 4

wāṛə see **woṛ**. children. 3, 2
wāṛə de tso kalən di? phr. How old are your children? 3, 2
wāṛə lare? phr. Do you have children? 3, 2
woṛ adj. **wāṛə** m pl. **waṛə** f sg. **waṛe** f pl. small 3, 4
wuxyār adj. intelligent 3, 4; 2, 5 Workbook
wə m & f. seven 3, 1

xaghalay mister, title used with last name 3, 3

yaw m. **yawa** f. one 3, 1
yawa lur me phr. one of my daughters 3, 2
ye vb (you) are II, 1
ye adj. his 3, 3 tape presentation
yam vb. am 3, 1

zadrāṇ name of Pashtun tribe 3, 4
zakhmi adj., m &f sg. **zakhmyān** m & f pl. injured 3, 4
zoṛ adj., m sg. **zāṛə** m pl. **zaṛa** f sg. **zaṛe** f pl. old 3, 4
zoy n, m. **zamən** pl. son 3, 2

Study helps for reviewing vocabulary:

1. Check the contents of your index-card dictionary against the vocabulary list given here. Clear up any inconsistencies between what you have on your cards and what is listed.

2. Cover up the Pashto on your cards, and see if you can remember the Pashto when you see the English. If you can't, pull out the card and review the relevant word or phrase.

3. Get together with a classmate. Using the vocabulary lists from this unit and Unit 2, practice substituting elements of sentences. Student A, for example, makes up a sentence like:

məlgəri me staṛi di.

Student B substitutes different words for **staṛi**, e.g.

məlgəri me tagi di.
məlgəri me xāysta di.
məlgəri me khwār di., etc.

Student A judges whether Student B's sentences make sense and whether the form of the word is correct.

4. With a classmate, make up sentences, alternating nonsensical sentences with sensible ones, e.g.,

kitābche me nesha di. (nonsensical)
məlgaray de spāyān da. (sensible)

The classmate's job is to accept the sensible sentences and reject the nonsensical ones. Additionally, he can judge whether the sentences are grammatically correct.

EXERCISES

Tape exercise 1.

1.	on the telephone	at someone's house	anywhere
2.	on the telephone	at someone's house	anywhere
3.	on the telephone	at someone's house	anywhere
4.	on the telephone	at someone's house	anywhere
5.	on the telephone	at someone's house	anywhere
6.	on the telephone	at someone's house	anywhere
7.	on the telephone	at someone's house	anywhere
8.	on the telephone	at someone's house	anywhere
9.	on the telephone	at someone's house	anywhere
10.	on the telephone	at someone's house	anywhere

Exercise 2.

Rewrite the following sentences, substituting the adjective given in parentheses.

malgari me nesha di.

1. (joṛ) _____
2. (mashhur) _____
3. (nājoṛa) _____
4. (zṛawar) _____
5. (khapa) _____

rābyā, khobawaṛe ye?

6. (tagay) _____
7. (wida) _____
8. (khapa) _____
9. (nājoṛa) _____
10. (jag) _____

xowunke me zaṛe na di.

11. (xāysta) _____
12. (mashhur) _____
13. (badranga) _____
14. (wagay) _____
15. (ahmaq) _____

dukāndārān nesha di.

16. (zoṛ) _____

17. (məṛ) _____

18. (widə) _____

19. (xə) _____

20. (əhmaq) _____

kitābuna me xe nə di.

21. (zoṛ) _____

22. (woṛ) _____

23. (bəd) _____

24. (bədrəngə) _____

25. (nəway) _____

Exercise 3.

Rewrite the sentences, substituting the plural form of the noun given in parentheses.

spaγān mṛə di?

1. **(paxtun)** _____
2. **(amrikāyi)** _____
3. **(bazgar)** _____
4. **(dukāndār)** _____
5. **(zoy de)** _____

laylā aw rābyā zaṛe nə di.

6. **(amrikāyi)** _____
7. **(xowunke)** _____
8. **(zdakawunke)** _____
9. **(paxtana)** _____
10. **(lur me)** _____

KEY TO EXERCISES

Tape exercise 1.

1. anywhere 2. anywhere 3. at someone's house 4. on the telephone.
5. anywhere 6. at someone's house. 7. at someone's house. 8. anywhere
9. at someone's house. 10. on the telephone

Exercise 2.

1. **malgari me joṛ di.**
2. **malgari me mashhur di.**
3. **malgari me nājoṛa di.**
4. **malgari me zṛawar di.**
5. **malgari me khapa di.**

6. **rābyā, tage ye?**
7. **rābyā, wida ye?**
8. **rābyā, khapa ye?**
9. **rābyā, nājoṛa ye?**
10. **rābyā, jaga ye?**

11. **xowunke me xāysta na di.**
12. **xowunke me mashhure na di.**
13. **xowunke me badranga na di.**
14. **xowunke me waga na di.**
15. **xowunke me ahmaqa na di.**

16. **dukāndārān zāṛa di.**
17. **dukāndārān mṛa di.**
18. **dukāndārān wida di.**
19. **dukāndārān xa di.**
20. **dukāndārān nesha di.**

21. kitābuna me zaṛe na di.
22. kitābuna me waṛe na di.
23. kitābuna me bade na di.
24. kitābuna me badrange na di.
25. kitābuna me nawe na di.

Exercise 3.

1. paxtāna mṛa di?
2. amrikāyān mṛa di?
3. bazgarān mṛa di?
4. dukāndārān mṛa di?
5. zāman de mṛa di?
6. amrikāyāne zaṛe na di.
7. xowunke zaṛe na di.
8. zdakawunke zaṛe na di.
9. paxtane zaṛe na di.
10. luṇe me zaṛe na di.

tsalorəma hafta: lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

awal dars: pə kābəl ke

Lesson 1: In Kabul

UNIT OVERVIEW

In this unit, you will be learning how to give and understand simple directions, both in a city and in the countryside.

In order to do this you will learn about the use of nouns, prepositional phrases, the oblique case of nouns, and additional command forms.

LESSON OVERVIEW

In this lesson, you are learning several simple commands having to do with finding your way around an Afghan city.

You are also learning the structure of prepositional phrases, prior to learning about the oblique form of nouns.

CULTURAL NOTES

The April, 1985 issue of *National Geographic* has an article "Afghanistan's Troubled Capital: Kabul" on pages 494-505. The article describes the city under Soviet control. Copies of this issue of the *National Geographic* are available at the DLI library; read the article for information.

WORD STUDY

A **wezārat** is a government division, usually translated as "ministry." A ministry in other governments is parallel to a department in ours; in Washington, D.C., people ask for the Department of Agriculture rather than the Ministry of Agriculture.

The word **sarwes** is related to the English word "service." Throughout the Middle East some variation of the word refers to public transportation. In Pashto, it refers to a bus.

There were words in Pashto for "street" and "path" before there were paved roads; **kutsa** is the traditional word for path (in a village) or street (in a town or city); it basically refers to a path or alley between walls. The word for a modern paved street or road is **sarak**.

Watch out for the difference in **pa** _____, which means roughly "on," as in "on the bridge," "on the table," and **pa** _____ **ke**, which means roughly "in" or "at."

You have learned the cardinal numbers from 1 to 10 in Pashto, and you have seen the ordinal numbers (parallel to English "first, second, third" and

so on) in the unit and lesson titles, and now in the directions Asad gives Sam. Here they are in a chart:

Cardinal numbers	Ordinal numbers (m. & f.)
yaw, yawa	awal, awala
dwa	doyam, doyama
dre	dreyam, dreyama
tsalor	tsaloram, tsalorama
pindza	pindzam, pindzama
shpag	shpagam, shpagama
wa	wam, wama
ata	atam, atama
naha	naham, nahama
las	lasam, lasama

You'll notice, as the Unit progresses, that the vowels in the ordinals change about a lot. For the moment, all you need to learn is that all the masculine ordinals except **awal** have an **m** at the end.

GRAMMAR NOTES

You will remember reading about prepositional phrases in the last Unit. Pashto prepositions are more complicated than prepositions in English. English prepositions always come before the noun--<u>in</u> the house, <u>to</u> the left, <u>of</u> agriculture, <u>from</u> the shop, and so on. In Pashto, prepositions sometimes come before the noun, as in **da**; sometimes after, as in **ta**; and sometimes both before <u>and</u> after, as in **pa ____ ke**.

da plus a noun is the usual way in Pashto to show that something belongs to something or someone. This is directly parallel to our phrases with "of": <u>Ministry of Agriculture</u>, <u>mouth of the river</u>, <u>bottom of the hill</u>, and so on. But note that in Pashto the **da** phrase comes before the other noun, not after it; so it's "of Agriculture Ministry," "of river mouth," "of hill bottom," and so on.

ADDING TO YOUR DICTIONARY

Add the following vocabulary items listed in the **nəwi loghāt** section of your Textbook to cards, along with their English equivalents. Add any grammatical information you might find useful. Alphabetize the cards.

kərəna
jəmāl mena
istādgā
kutsə
khwla
chap lās ta
bekh
ər
lərə
xāysta
byā
məkhāməkh
spor sə
lāṛ sə
berta wagardza
de _____
pə _____ ke
wizārat
dukān
sərwes
sərək
xi lās ta
ghunḍəy
wadānəy
agha/aghə/aghe
nizde
əlta
xə wṛānde
ugha/ughə/ughe
kuz sə
tāw sə
lə _____ nə/ə
pə _____
_____ ta

Add the ordinal numbers to the cards on which you have the Pashto cardinal numbers.

EXERCISES

Tape exercise 1.

1. 1 2 3 4 5 6 7 8 9 10
2. 1 2 3 4 5 6 7 8 9 10
3. 1 2 3 4 5 6 7 8 9 10
4. 1 2 3 4 5 6 7 8 9 10
5. 1 2 3 4 5 6 7 8 9 10
6. 1 2 3 4 5 6 7 8 9 10
7. 1 2 3 4 5 6 7 8 9 10
8. 1 2 3 4 5 6 7 8 9 10
9. 1 2 3 4 5 6 7 8 9 10
10. 1 2 3 4 5 6 7 8 9 10

11. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
12. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
13. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
14. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
15. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
16. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
17. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
18. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
19. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
20. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

Tape exercise 2.

1. 5	11. _____	21. _____
2. 7th	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

Tape exercise 3.

1. _____	2. _____
3. _____	4. _____

Exercise 4

Underline the prepositional phrases in the following sentences from previous lessons.

1. pə kor ke karāri da?
2. zə ba byā war ta wawāyem tse tā telefun kaṛay wə.
3. pə stargo.
4. pə khayr rā warasede?
5. de khwdāy fazal da.
6. de kum dzāy ye?
7. afghanistān ta tsa wakht rāghalay ye?
8. tankhā me de myāste nizde dwa zara awghānay da.
9. wāṛə me amrikā ke di.
10. de amrikāyāno luṇe xe-esi ka zāmān?
11. moṭar ta walāṛ yāstay?
12. ta ham ghwāṛe moṭar ke lāṛse?
13. xpale jabhe ta dzu.
14. de kum tanzim yāstay?
15. day de kābal mashhur qumandān abdalhaq da.
16. baghlān ta tsanga rawān yāstay?
17. zakhmyān pə kor ke di, ka pə roghtun ke?

Unit 4, Lesson 1

KEY TO EXERCISES

Tape exercise 1.

1. 1 2 3 4 5 6 7 **8** 9 10
2. 1 2 3 4 5 **6** 7 8 9 10
3. 1 2 3 4 5 6 7 8 9 10
4. 1 2 3 4 **5** 6 7 8 9 10
5. 1 2 3 4 5 6 7 8 **9** 10
6. 1 2 3 **4** 5 6 7 8 9 10
7. 1 2 3 4 5 6 **7** 8 9 10
8. 1 2 **3** 4 5 6 7 8 9 10
9. 1 **2** 3 4 5 6 7 8 9 10
10. 1 2 3 4 5 6 7 8 9 **10**

11. 1st 2nd 3rd **4th** 5th 6th 7th 8th 9th 10th
12. 1st **2nd** 3rd 4th 5th 6th 7th 8th 9th 10th
13. 1st 2nd 3rd 4th 5th 6th 7th 8th 9th **10th**
14. 1st 2nd 3rd 4th 5th **6th** 7th 8th 9th 10th
15. 1st 2nd 3rd 4th 5th 6th 7th 8th **9th** 10th
16. 1st 2nd 3rd 4th **5th** 6th 7th 8th 9th 10th
17. 1st 2nd 3rd 4th 5th 6th 7th **8th** 9th 10th
18. 1st 2nd 3rd 4th 5th **6th** 7th 8th 9th 10th
19. 1st 2nd 3rd 4th 5th 6th 7th 8th **9th** 10th
20. 1st 2nd 3rd 4th 5th 6th **7th** 8th 9th 10th

Tape exercise 2.

1. 5 2. 7th 3. 8 4. 9 5. 2nd 6. 9th 7. 3 8. 4th
9. 10 10. 4 11. 6th 12. 7 13. 1 14. 3rd 15. 4
16. 5th 17. 3 18. 4th 19. 2 20. 10 21. 10th 22. 7th
23. 8th 24. 3 25. 6 26. 10th 27. 1st 28. 9 29. 5th
30. 9th.

Tape exercise 3.
See Pashto Alphabet Writing Manual, Unit 4, Lesson 1, Key to Homework Exercise for answers.

Exercise 4.

1. pə kor ke karāri da?
2. za ba byā war ta wawāyem tse tā telefun kaṛay wa.
3. pə stargo.
4. pə khayr rā warasede?
5. de khwdāy fazal da.
6. de kum dzāy ye?
7. afghanistān ta tsa wakht rāghalay ye?
8. tankhā me de myāste nizde dwa zara awghānay da.
9. wāṛa me amrikā ke di.
10. de amrikāyāno luṇe xe-esi ka zāmān?
11. moṭar ta walāṛ yāstay?
12. ta ham ghwaṛe moṭar ke lāṛse?
13. xpale jabhe ta dzu.
14. de kum tanzim yāstay?
15. day de kābal mashhur qumandān abdalhaq da.
16. baghlān ta tsanga rawān yāstay?
17. zakhmyān pə kor ke di, ka pə roghtun ke?

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

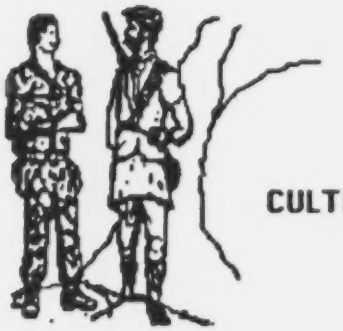
Unit 4: Giving and Getting Directions

doyam dars: de nyāzi de kor lār

Lesson 2: Directions to Niazi's House

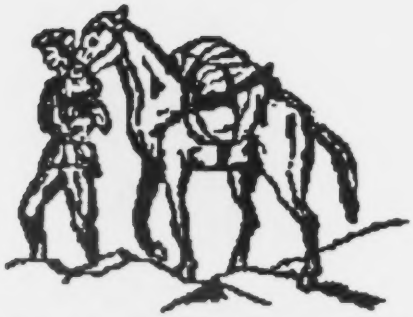
LESSON OVERVIEW

In this lesson, you are getting more experience in understanding and following directions in an urban context, and you are also learning about the oblique case of Pashto nouns.



CULTURAL NOTES

Note that Sam is being very polite, by saying **wəbəxəy** rather than **wəbəxə** to the butcher as he asks for directions. The butcher's question **khayriat kho da?** shows that the butcher knows Atiqullah Niazi and is concerned that everything is all right with him.



GRAMMAR NOTES

In this lesson, you are learning about the oblique form of nouns.

English does not have an oblique form. English nouns have just one form: the word "teacher" is the same in the sentences "The teacher is late." and "I gave my book to the teacher." In the equivalent sentences in Pashto, the word for teacher would be different.

Pashto has just two forms: the direct form and the oblique form. So far, you have learned only the direct forms for each noun you have run across: the direct singular and the direct plural. The direct forms are used when the noun is the subject, as in

<u>xowunkay</u> wuxyār da/ <u>xowunki</u> wuxyār di.

and when the noun is the complement, as in

məlgaray me <u>xowunkay</u> da./məlgari me <u>xowunki</u> di.

There are two other forms each noun can take: the oblique singular form and the oblique plural form. The oblique forms are used when the noun is the object of a preposition, as in

de <u>xowunki</u> kitābcha dəlta da./de <u>xowunko</u> kitābche dəlta di.

In the **de jumle joṛaxt** section of this lesson, you will learn how to construct the oblique forms of all the nouns you have learned so far. The oblique forms are not very different from the direct forms--just a shifted vowel here and there.

ADDING TO YOUR DICTIONARY

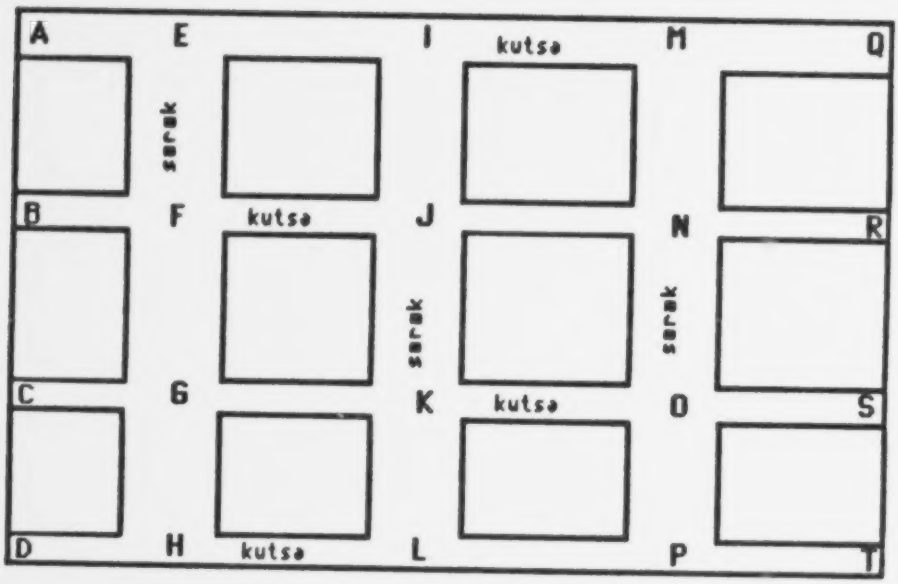
Add the vocabulary from the lesson to cards, and alphabetize them. Include any grammatical information (gender of nouns, irregular plural forms, etc.) that you find useful.

hamde
spin
pul
qasōb
de agha
khat
sur
sur pul
ter sa

Also add
wos now
which you will be hearing in the exercises below.

EXERCISES

Tape exercise 1.



Trip 1. **wos chera ye?** _____

Trip 2. **wos chera ye?** _____

Trip 3. **wos chera ye?** _____

Tape exercise 2.

1. _____ 2. _____

3. _____ 4. _____

Exercise 3.

One of the conversations you heard in Unit 3, Lesson 3 is written below. Underline the prepositional phrases.

surkh rod = area in Afghanistan
khpalwān = relative
aslan = originally

1: **qumandān abdalhaq de kābal da?**

2: **na. de surkh rod da. jabha ye pa kābal ke da.**

1: **abdalhaq de khālis sāyab khpalwān da?**

2: **na. shāgard ye da.**

1: **khālis sāyab wos pa pexawar ke da ka pa afghanistān ke da?**

2: **wos dasti pa pexawar ke da.**

1: **khālis sayab aslan de kum dzāy da?**

2: **de khugyāṇayo da.**

Exercise 4.

In the following sentences from the dialogue, indicate the prepositional phrases and the object nouns. The first sentence is done for you.

1. **de karəne wezārət chera da?**
   Prepositional phrase: **de karəne wezārət**
   Preposition: **de**
   Noun object of preposition: **karəne**

2. **pə jamāl mene ke da.**
   Prepositional phrase: _____

   Preposition: _____

   Noun object of preposition: _____

3. **de aghe kutse pə khwle ke wadarega.**
   Prepositional phrase 1: _____

   Preposition: _____

   Noun object of preposition: _____

   Prepositional phrase 2: _____

   Preposition: _____

   Noun object of preposition: _____

4. **pə doyəme istādgā ke kuz sa.**
   Prepositional phrase: _____

   Preposition: _____

   Noun object of preposition: _____

5. **byō chap lās tə pə doyəm sərək tāw sə.**
   Prepositional phrase 1: _____

   Preposition: _____

   Noun object of preposition: _____

   Prepositional phrase 2: _____

   Preposition: _____

   Noun object of preposition: _____

KEY TO EXERCISES

Tape exercise 1.
Trip 1: O. Trip 2: P. Trip 3: K.

Tape exercise 2.
See Pashto Alphabet Writing Manual, Unit 4, Lesson 2 Key to Homework Exercise for answers.

Exercise 3.
1: **qumandān abdalhaq de kābəl da?**
2: **na. de surkh rod da. jabha ye pə kābəl ke da.**
1: **abdalhaq de khālis sāyab khpalwān da?**
2: **na. shāgərd ye da.**
1: **khālis sāyab wos pə pexawər ke da ka pə afghanistān ke da?**
2: **wos dosti pə pexawər ke da.**
1: **khālis sayab oslan de kum dzāy da?**
2: **de khugyāṇəyo da.**

Exercise 4.
2. Prepositional phrase: **pə jamāl mene ke**
Preposition: **pə ____ ke**
Noun object of preposition: **jamāl mene**

3. Prepositional phrase 1: **de aghe kutse**
Preposition: **de**
Noun object of preposition: **kutse**
Prepositional phrase 2: **pə khwle ke**
Preposition: **pə ____ ke**
Noun object of preposition: **khwle**

4. Prepositional phrase: **pə doyəme istādgā ke**
   Preposition: **pə _____ ke**
   Noun object of preposition: **istādgā**

5. Prepositional phrase 1: **chəp lās tə**
   Preposition: **tə**
   Noun object of preposition: **lās**
   Prepositional phrase 2: **pə doyəm sərək**
   Preposition: **pə**
   Noun object of preposition: **sərək**

tsalorama hafta: lār xodal aw de lare paydā kawal

Unit 4: Getting and Giving Directions

dreyam dars: pa logar ke

Lesson 3: In Logar

LESSON OVERVIEW

In this lesson, you are learning vocabulary and phrases relevant to asking for directions to places in the country. You are also working more on nouns--grouping nouns into different classes and using the different forms of the nouns in the classes in sentences.

CULTURAL NOTES

Sam's conversation with a Pashtun is taking place on a farm somewhere in Logar. Sam is surrounded by small plots of land under cultivation; he has asked a farmer for directions. Note that he starts the conversation with the phrase **staṛay ma se**, which is the proper thing to say to someone who is working.

The mill that Sam is directed to is a flour mill, a big, one-room structure built over a creek or river. The water flows under the house, and is directed in such a way as to turn a wooden paddle wheel with maximum force. The paddle wheel in turn causes millstones to turn against each other

through a series of gears. Wheat is poured in among the stones, and is ground to flour. The mill is operated by the **zrandagaṛay**, who gets a small portion of each load of flour as payment.

Once or twice a season, a farmer will take his wheat to the mill to be ground and will stay there to watch the proceedings. The grinding process can take several hours, depending on the size of the load of wheat. As a consequence, the mill often doubles as an informal meeting place where men gather to smoke, drink tea, and chat.

WORD STUDY

Note that to <u>cross</u> a bridge is **pa pla bānde ter sa**; to go <u>past</u> a bridge is **la pla na ter sa.**

As you learned in Unit 1, **toshakur** is a "city" word; rural Pashtuns don't use it. Sam's phrase **khayr wese** is a polite alternative to **toshakur**, appropriate in such rural situations as Sam is in.

GRAMMAR NOTES

You have now learned a great deal about nouns in Pashto. From now on, you will be able to identify the class (m1, f4, etc.) of any new noun you learn, and you will automatically know what the plural and oblique forms are.

You are now aware that if you know the characteristics of a class of nouns, you can fairly accurately guess what nouns are in that class by looking at their endings. If you ask for the word for something (**dā tsə shay də?**) the answer will be in the direct singular form. If that form ends in:

a consonant, and refers to something male: it's m1
(**dukandār** ends in a consonant, and refers to a male; it's m1)
a consonant, and is inanimate; it's m2
(**kitāb** ends in a consonant, and is inanimate; it's m2
ay: it's m3
(**xowunkay** ends in **ay**; it's m3)
ə: it's f1
(**zrandə** ends in **ə**; it's f1)
əy: it's f2
(**karkəy** ends in **əy**; it's f2)
ā: it's f3
(**kalā** ends in **ā**; it's f3)
unkə: it's f4
(**zdakawunkə** ends in **unkə**; it's f4)

The m and f in the class names refer to whether the noun is masculine or feminine.

The easiest way to remember the various regular plural and oblique forms is to memorize the forms for an example noun in each class, and then, when you learn a new noun, memorize what class it's in. The presentation of the noun classes in the second part of this lesson is geared to all this.

As for irregular nouns like **zoy** and **lur**, you must memorize all their forms.

Some noun classes have only a few nouns. For the moment they will be treated as irregular until more nouns in the class are used in the text.

ADDING TO YOUR DICTIONARY

Add the new vocabulary below to cards along with their English equivalents and any grammatical information you might need, and alphabetize them.

akō	**mālum**
pə _____ bande	**tso _____ tə wərəsege**
zrəndə	**zrəndəgəṛəy**
dzə	**lextey**
ghāṛə	**puxtənə wakə**
dər	

Pull out all the cards for nouns. Separate them into classes. If there are any you can't classify, keep them separate and ask your teacher about them.

EXERCISES

Tape exercise 1.

1. one	more than one	6. one	more than one
2. one	more than one	7. one	more than one
3. one	more than one	8. one	more than one
4. one	more than one	9. one	more than one
5. one	more than one	10. one	more than one

Tape exercise 2.

1. one	more than one	6. one	more than one
2. one	more than one	7. one	more than one
3. one	more than one	8. one	more than one
4. one	more than one	9. one	more than one
5. one	more than one	10. one	more than one

Tape exercise 3.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____

Exercise 4. Write the plural and oblique forms for the nouns listed below.

Direct singular	Direct plural	Oblique singular	Oblique plural
1. shāgərd	_____	_____	_____
2. bekh	_____	_____	_____
3. xowunkəy	_____	_____	_____
4. paxtun	_____	_____	_____
5. jabha	_____	_____	_____
6. wadānəy	_____	_____	_____
7. khwla	_____	_____	_____
8. lur	_____	_____	_____
9. tənzim	_____	_____	_____
10. hafta	_____	_____	_____

KEY TO EXERCISES

Tape exercise 1.

1.	one	more than one	6.	one	more than one
2.	one	more than one	7.	one	more than one
3.	one	more than one	8.	one	more than one
4.	one	more than one	9.	one	more than one
5.	one	more than one	10.	one	more than one

Tape exercise 2.

1.	one	more than one	6.	one	more than one
2.	one	more than one	7.	one	more than one
3.	one	more than one	8.	one	more than one
4.	one	more than one	9.	one	more than one
5.	one	more than one	10.	one	more than one

Tape exercise 3.

See the Pashto Alphabet Writing Manual, Unit 4, Lesson 3 Key to Homework Exercise for answers.

Exercise 4.

	Direct singular	Direct plural	Oblique singular	Oblique plural
1.	shāgard	shāgardān	shāgard	shāgardāno
2.	bekh	bekhuna	bekh	bekho/bekhuno
3.	xowunkay	xowunki	xowunki	xowunko
4.	paxtun	paxtāna	paxtāna	paxtano
5.	jabha	jabhe	jabhe	jabho
6.	wadānay	wadānay	wadānay	wadānayo
7.	khwla	khwle	khwle	khwlo
8.	lur	luṇe	lur	luṇo
9.	tanzim	tanzimuna	tanzim	tanzimo/ tanzimuno
10.	hafta	hafte	hafte	hafto

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Getting and Giving Directions

tsaloram dars:
pə kəlo ke de lāre paydā kawəl

Lesson 4: Finding Places in the Country

LESSON OVERVIEW

In this lesson, you are getting a sample of the sort of conversation that takes place as a foreigner is being taken to a specific location. You are also getting more practice in understanding directions to places in the country and will be working more with the noun classes.

WORD STUDY

The word **alaka** is a special form, used to call someone.

You have seen **la_____sara** often, in titles of lessons and dialogues, and in **la tā sara**, the answer to **pə makha de xa**. The **tā** in **la tā sara** is one of the emphatic pronouns like **mā** in **di mā**.

ADDING TO YOUR DICTIONARY

Add the following to index cards along with their English equivalents and grammatical information, and alphabetize them.

alək	**lə _____ sara**
wər	**barābar ka**
rāghle	**tsə**
pezane	**di mā**
wə	**zwanday wose**
dewāl	**tsəlay**
wəna	**gwəl**
gagra	**karwanda**
chaman	**buṭay**
tsawkay	**lār**
palpaleka	**woba**
laxtay	

Also add the following from Lesson 3's **koshish wakay**:

nyā	**parkaṭay**
maktab	**hafta**
ḍoḍay	**qālina**
xədza	**saṛay**
degay	

Also add the following, which you will be using in the exercises below.

byāla ditch, bigger than **laxtay**.
kalay village

EXERCISES

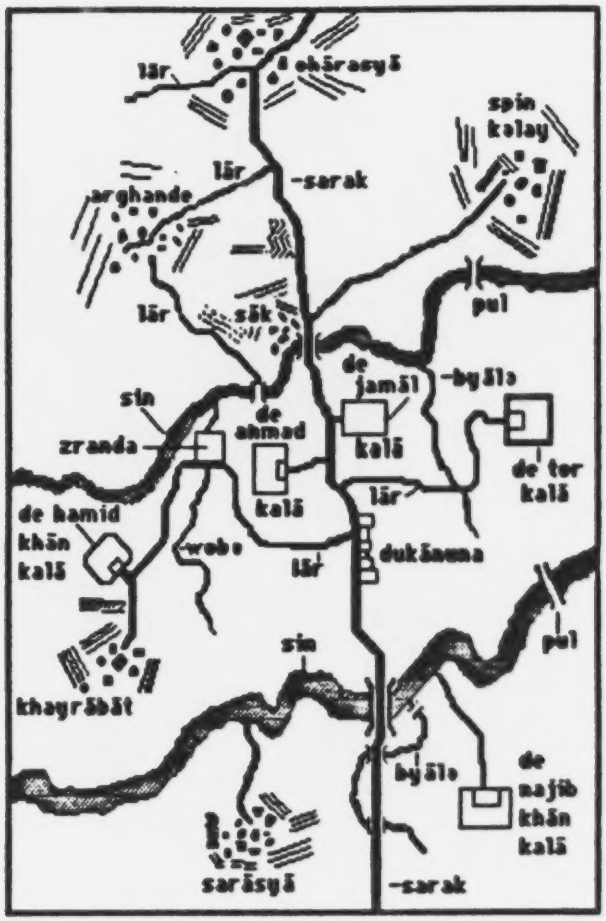
Tape exercise 1.

Before starting the tape, review the vocabulary below:

lār	road
ghāṛa	bank (of ditch, creek, river)
kalā	walled compound
sarak	paved road, street
sin	river
dukān	shop
zranda	mill

Also look at the map on the next page, and note the location of the village **chārāsyā**; the paved road leading south from it; the village **sāk**; the village **arghande** to the west; the village **spin kalay** to the east; the rivers running from west to east; the **kalā**s between the two rivers; the creeks running from the south into the rivers; the row of shops in the paved road; the village of **khayrābāt** to the west; the ditch crossed by the paved road; the village **sarāsyā** to the south west; and **najib khān**'s **kalā** to the southeast. Each village is surrounded by fields.

When you have become familiar with the map, turn on the tape.



1. wos chera ye? _____

2. wos chera ye? _____

3. wos chera ye? _____

Tape exercise 2.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____

Unit 4, Lesson 4

Exercise 3.

1. Tell someone that your house is on the left.

_____

2. Ask someone where Bārām Khān's kalā is.

_____

3. Tell someone that the third door is your house.

_____

4. Tell someone that you are tired and thirsty.

_____

5. Tell someone to stop at the second street.

_____

6. Tell someone that your friends are in the classroom.

_____

7. Tell someone to turn right at the second small street.

_____

8. Ask someone if his daughter is in Kabul.

_____

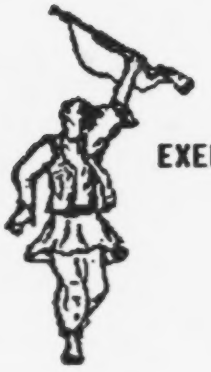
9. Tell someone to go straight then turn left.

_____

10. Suggest to someone that you both go to a restaurant.

_____

KEY TO EXERCISES



Tape exercise 1.
Trip no. 1: **de nəjib khān pə kalā ke yəm.**
Trip no. 2: **pə dukānuno ke yəm.**
Trip no. 3: **pə spin kali ke yəm.**

Tape exercise 2.
See the Pashto Alphabet Writing Manual, Unit 4, Lesson 4, Key to Homework Exercise for answers.

Exercise 3.
1. **kor me chap lās ta da.**
2. **de bārām khān kalā chera da?**
3. **dreyəma dṛowāza di mā kor da.**
4. **stəṛəy aw təgəy yəm.**
5. **pə doyəme kutse ke wadarega.**
6. **məlgari me pə sinf ke di.**
7. **pə doyəme kutse ke xi lās ta tāw sa.**
8. **lur de pə kābal ke da?**
9. **məkhāməkh lār sa byā chap lās ta tāw sa.**
10. **rādza tse rasturan ta dzu.**

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

pindzam dars: tıkrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing the material you have covered in the previous four lessons: directions in a city, directions in the country, noun classes, and plural and oblique forms. You are also reviewing material from Unit 3.

WORD STUDY

Here is a list of the new vocabulary and phrases from Lessons 1 - 4 of the unit. Note that all nouns are now listed by class with no listing of the plural and oblique forms except for the irregular ones, for which the plural and oblique forms are written out: direct singular, direct plural, oblique singular, oblique plural.

agha, agha, aghe m. & f. that 4,1
akā n, m. irregular; all forms are the same. uncle, title, 4,3
alta there 4,1
alak n. m1. boy (**alaka** is the form used when addressing a boy) 4,4
ar any 4,1
atam ordinal. **atama,** f. eighth. 4,1
awal ordinal. **awala,** f. first 4,1

bār n, m2. bar 4,4
barābar ka vb. command form. lead , guide 4,4
bekh n, m2 bottom 4,1
berta wagardza vb. command form turn around 4,1
buṭay n, m3. bush 4,3
byā then, again 4,1
byāla n, irreg. f. **byāle, byāle, byālo** big ditch 4,4

chaman n, m2. meadow 4,3
chap lās ta prep. phr. to the left 4,1

de _____ prep. of 4,1
de agha prep. phr. his 4,2
degay n, m3. pan 4,3
dewāl n, m2. wall 4,3
di mā prep. phr. my (emphatic) 4,4
doyam ordinal **doyama,** f. second 4,1
dreyam ordinal **dreyama,** f. third 4,1
dukān n, m2. shop 4,1
dar form of pronoun. (to) you 4,3
dza vb. command form go 4,3

gagra n, f1. rock 4,3
ghāṛa n f1. bank (of creek, river, etc.) 4,3
ghunḍay n, f2. hill 4,1
gwal n, m2. flower 4,3

hafta n. f1. week 4,3
hamda adj. same; this same; this very 4,2

istādgā n, f3. bus stop 4,1

jamāl mena Jamāl Mena, a district in Kabul. 4,1

kafitiryā n, f3. cafeteria 4,2
karəna n, f1. agriculture 4,1
karwanda n, f1. field 4,3
khat n. m2. letter 4,2
khwlə n, irreg. f. **khwle, khwle, khwlo** mouth, beginning, opening 4,1
kutsa n, irreg. f. **kutse, kutse, kutso** street, path between walls 4,1
kuz sa vb. command form. get off, get down 4,1

lār n. irreg. f. **lāre/lāra, lāre, lāra, lāro** road 4,4
lāṛ sa vb. command form. go 4,1
lasam ordinal **lasəma**, f. tenth 4,2
laxtay n m3. ditch 4,3
layliya n, f1. dormitory, barracks 4,2
lə _____ prep. from 4,1
lə _____ sara prep. with 4,4
lare adj. far 4,1

maktab n. m2. school 4,3
mālum adj. known 4,3
mansabdār n, m1. officer 4,2
makhāmakh straight 4,1

nizde adj. near 4,1
naham ordinal **nahəma**, f. ninth 4,1
nyā n, f3. grandmother 4,3

palpaleka n, f1. butterfly 4,3
pārk n, m2. parking lot 4,2
pazana vb. form. you are acquainted 4,4
pindzam ordinal. **pindzəma**, f. fifth 4,1
porta sa vb. command form. go up, ascend 4,2
pul n. m2. bridge 4,2
puxtana waka vb. command form. ask 4,3
pə _____ prep. on 4,1
pə _____ bānde prep., along 4,3
pə _____ ke prep. at, in 4,1

qālina n. f1. rug 4,3
qasāb n. m1. butcher 4,2

rāghle vb. form. you are coming. (**rāghləm** I am coming) 4,4
rasturān n. m2. restaurant 4,4

sərak n, m. irreg. **sərakuna, sərək, sərako** paved street, road 4,1
sarwes n, m2. bus 4,1
saṛay n. m3. man 4,3
shpagam ordinal **shpagama**, f. sixth 4,1
sinf n, m1. classroom 4,2
spin adj. white 4,2
spor sa vb. command form. ride, get on 4,1
sur adj. red 4,2
sur pul phr. Red Bridge; a section of Kabul 4,2

_____ ta prep. to 4,1
tāw sa vb. command form. turn 4,1
ter sa vb. command form. cross (with **pa___**), pass (with **la___ na**) 4,2
tsalaram ordinal **tsalarama**, f. fourth 4,1
tso _____ ta warasege. phr. until you get to _____ 4,3
tsa question word. how 4,4
tsalay n, m3. monument 4,3

ugha, ugha, ughe that (far away) 4,1

wadānay n, f2. building 4,1
wam ordinal **wama**, f. seventh 4,1
wizārat n, m2. ministry 4,1
woba n, irreg. **woba, woba, wobo** water, creek 4,3
was now 4,2
wa vb. form. was 4,4
wakhedza vb. command form. go up, ascend 4,2
wana n. f1. tree 4,3
war pronoun, oblique form. him 4,4

xāysta quite, very, as in **xāysta lare da,** "It's quite far." 4,1
xi lās ta prep. phr. to the right 4,1
xkata sa vb command form. go down, descend 4,2
xa wṛānde well ahead, pretty far ahead 4,1
xadza n. f1. woman 4,3

zeṛ adj. **zeṛā** f. yellow 4,2
zina n, f1. staircase 4,2
zranda n f1. mill 4,3
zwanday wase greeting phrase, alternative to "thank you" 4,4

Study hints:

Go through your index cards for the unit, and check your list against the one given on the previous pages. Check out any inconsistencies.

To help you remember the forms for each noun, pull out from your index card file all the nouns you have. Be sure each is labelled as to which class it belongs to. Then say or write the plural, the oblique, and the plural oblique form for each. Saying is more efficient than writing (anything you can say you can write). Say the forms out loud to keep your mind on what you are doing and to help you remember the forms better. If you do better studying with someone, get a classmate to help.

EXERCISES

Tape exercise 1.

1.	question	statement	command	6.	question	statement	command
2.	question	statement	command	7.	question	statement	command
3.	question	statement	command	8.	question	statement	command
4.	question	statement	command	9.	question	statement	command
5.	question	statement	command	10.	question	statement	command

Tape exercise 2.

1.	_____	6.	_____
2.	_____	7.	_____
3.	_____	8.	_____
4.	_____	9.	_____
5.	_____	10.	_____

Exercise 3.

From memory, fill out the following chart with the example nouns you have learned:

	Direct sg.	Direct pl.	Oblique sg.	Oblique pl.
m1:	_____	_____	_____	_____
m2:	_____	_____	_____	_____
m3:	_____	_____	_____	_____
f1:	_____	_____	_____	_____
f2:	_____	_____	_____	_____
f3:	_____	_____	_____	_____
f4:	_____	_____	_____	_____

Exercise 4.

Give true answers to the following questions.

1. **tsok ye?** _____
2. **de kum dzāy ye?** _____
3. **dəlta tsə kār kawe?** _____
4. **tankhā de tso da?** _____
5. **wāṛə lare?** _____
6. **lə kumə rāghle?** _____

Further Review

1. With a partner, practice giving and getting directions, using the maps used in the Workbook and Lab exercises, or any place you both know.

2. Review the following questions, and be sure you can give answers that a Pashtun might give.

tsok ye/yāstəy?
de kum dzāy ye/yāstəy?
lə kuma rāghle/rāghləy?
de kum tanzim ye/yāstəy?
chera rawān ye/yāstəy?

3. Go over the information on the tanzims and their leaders.

KEY TO EXERCISES

Tape exercise 1.

1.	question	statement	command	6.	question	statement	command
2.	question	statement	command	7.	question	statement	command
3.	question	statement	command	8.	question	statement	command
4.	question	statement	command	9.	question	statement	command
5.	question	statement	command	10.	question	statement	command

Tape exercise 2.

See the Pashto Alphabet Writing Manual, Unit 4, Lesson 5, Key to Homework Exercise, for answers.

Exercise 3.

	Direct Sg.	Direct Pl	Oblique Sg.	Oblique Pl.
m1:	māmur	māmurān	māmur	māmurāno
	spāyi	spāyān	spāyi	spāyāno
m2:	kitāb	kitābuna	kitāb	kitābo, kitābuno
m3:	parkaṭay	parkaṭi, parkaṭyān	parkaṭi	parkaṭo, parkaṭyāno
f1:	kitābcha	kitābcha	kitābcha	kitābcho
f2:	kaṛkay	kaṛkay	kaṛkay	kaṛkayo
f3:	kalā	kalāwe, kalāgāne	kalā	kalāwo, kalāgāno
f4:	xowunke	xowunke	xowunke	xowunko

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

awal dars: mosəmuna

Lesson 1: The Seasons

UNIT OVERVIEW

In this unit, you will learn the Pashto calendar, and how to express dates in Pashto. You will also learn about the seasons, the weather for each, and urban and rural activities that depend on the season.

You will also learn the oblique forms of adjectives and the use of the present tense.

LESSON OVERVIEW

In this lesson, you are learning the Pashto months and seasons, and how to talk about the weather. You are also learning more about adjectives: how they agree with nouns, and their oblique forms.

CULTURAL NOTES

The Pashto calendar that you are learning about is a solar calendar (one rotation of the earth around the sun equals one year), as opposed to a lunar calendar (one month equals one moon cycle). Note that March 21st, Pashtun New Year, is the vernal equinox--the time in spring when the day and night are of equal length. The astrological chart also starts at the vernal equinox, so the Pashto months and the astrological signs correspond, give or take a day. **hamal**, for example, corresponds with Aries; **sawar** with Taurus, and so on. This correspondence is not accidental: both systems date from the 6th Century B.C. in Mesopotamia (present day Iraq). (If you're interested, the articles on "Astrology," "Zoroaster," and "Calendar" in the *Encyclopedia Britannica* provide more information.)

In the lecture part of the Tape Presentation, you were given more information about the Pashto New Year. That day, which corresponds to March 21st in the western calendar, has been designated "Afghanistan Day" by the governments of Europe and the United States. Each March 21st, these western governments comment publicly on the Soviet invasion of Afghanistan, and reaffirm their support for a free, independent Afghanistan.

WORD STUDY

You have seen some of the **di** _____ possessive phrases, and each time you have been warned that this possessive, as opposed to possessives like **de**, "your," and **me**, "my," is emphatic. "Emphatic" in this context means that the speaker has some reason for stressing the ownership of something. English has this kind of emphasis. Say the following dialogues to yourself, and note how the word "my" is stressed:

X: Is this Bob's book?
Y: No, it's my book.

X: In my country, the year begins in the spring.
Y: Oh really? In my country, the year begins in the middle of winter.

This is the kind of emphasis that using **di mā** rather than **me** involves. Pashto notions of emphasis, however, don't always coincide with English notions. In this lesson's conversation, for example, Sam and Atiqullah use the emphatic possessives as they talk about the calendar in effect in Atiqullah's country. The same dialogue in English would not involve emphasis of the possessives.

GRAMMAR NOTES

In this lesson, you are learning about the agreement of adjectives with the nouns they modify. Agreement of adjectives in Pashto refers to the fact that the form of an adjective depends on the number (singular or plural), gender (masculine or feminine) and form (direct or oblique) of the noun it modifies. In other words, if the noun is masculine plural oblique, you have to use the masculine plural oblique form of the adjective.

Any adjective can have eight different forms (the four you already know --masculine singular and plural, and feminine singular and plural--plus the same set of four in the oblique case). Most adjectives have only four or five forms, and the different endings tend to match the noun endings you have already learned.

ADDING TO YOUR DICTIONARY

Add the following to cards, and alphabetize them. Add any grammatical information you might find useful.

nən	əmumən	tsə wakht	wāyi
nawroz	kāl	əwā	wakht
shān	myāst	wrədz	wi
bəl	qer	tod	soɽ
pəsərləy	woṛəy	mənəy	zəmay
ɦamal	səwər	jəwzā	sərətān
əsəd	sunbula	mizān	əqrəb
qaws	jadi	dalwa	ɦut

EXERCISES

Tape exercise 1.

_____	March-April	_____	September-October
_____	April-May	_____	October-November
_____	May-June	_____	November-December
_____	June-July	_____	December-January
_____	July-August	_____	January-February
_____	August-September	_____	February-March

Tape exercise 2.

1.	T F	6.	T F	11.	T F
2.	T F	7.	T F	12.	T F
3.	T F	8.	T F	13.	T F
4.	T F	9.	T F	14.	T F
5.	T F	10.	T F	15.	T F

Tape exercise 3.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Exercise 4.

Draw lines from the Pashto months to their western equivalents:

aqrab	June-July
ħut	May-June
saratān	January-February
ħamal	August-September
jawzā	October-November
qaws	September-October
sawar	February-March
asad	November-December
sunbula	March-April
dalwa	April-May
mizān	December-January
jadi	July-August

Exercise 5.

In the following sentences (taken from previous lessons), the adjectives are in italics. Underline the words the adjectives modify.

1. *yawa* daqiqa.
2. de *kum* dzāy ye?
3. *yawa* lur me *shpag* kalana da aw yawa *nāha* kalana da.
4. day de kābal *mashhur* qumandān abdalhaq da.
5. nan awā *ǧera tawda* wa.
6. pa pasarli aw mani ke awā *ǧera* xa aw narma wi.
7. di mung kāl de ñamal de myāste pa *awale* wradze shuro kegi.
8. dā de pasarli de mosam *awala* wradz ham da.
9. de ñamal de myāste *awale* wradze ta nawroz wāyi.

KEY TO EXERCISES

Tape exercise 1

ħamal = March-April
sawər = April-May
jawzā = May-June
saratān = June-July
asad = July-August
sunbula = August-September
mizān = September-October
aqrab = October-November
qaws = November-December
jadi = December-January
dalwa = January-February
ħut = February-March

Tape exercise 2.

1. F; 2. T; 3. F; 4. F; 5. F; 6. T; 7. T; 8. F; 9. T; 10. T
11. F; 12. F; 13. T; 14. T; 15. F.

Tape exercise 3.

See Pashto Alphabet Writing Manual, Unit 5, Lesson 1, Key to Homework Exercise, for answers.

Exercise 4

aqrab = October-November
saratān = June-July
jawzā = May-June
sawər = April-May
sunbula = August-September
mizān = September-October
ħut = February-March
ħamal = March-April
qaws = November-December
asad = July-August
dalwa = January-February
jadi = December-January

Exercise 5.

1. *yawa* daqiqa.
2. de *kum* dzāy ye?
3. *yawa* lur me *shpag* kalana da aw yawa *naha* kalana da.
4. day de kābal *mashhur* qumandān abdalhaq da.
5. nan awā *ḍera tawda* wa.
6. pa pasarli aw mani ke awā *ḍera* xa aw narma wi.
7. di mung kāl de ñamal de myāste pa *awale* wradze shuro kegi.
8. dā de pasarli de mosam *awala* wradz ham da.
9. de ñamal de myāste *awale* wradze ta nawroz wāyi.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

doyam dars:
pə kābəl ke pəsarlay aw woṛay

Lesson 2: Spring and Summer in Kabul

LESSON OVERVIEW

In this lesson, you are learning about one of the most important customs in urban Afghanistan--going on picnics during the spring and summer. You are also learning the adjective classes, continuing the presentation of adjective agreement that started in Unit 5, Lesson 1.

CULTURAL NOTES

As you can tell from Armān's conversation with Sam, picnic/festivals are an important part of Pashtun city life during the spring and summer. Pashtun picnics are essentially like American cookouts, but more elaborate. Food preparation is extensive, involving several different dishes of meat, rice and vegetables. Families take rugs, blankets, musical instruments and/or radios and tape recorders on picnics, and settle down at a site for

several hours or on some occasions even days. The children run around, the adults cook, play cards or chess, swim (if the picnic site has enough water) and either listen to or play music.

Picnics celebrate the good weather in spring, and provide an escape from the heat of the city in summer. All picnic sites are close to water. Summer picnic sites, as Amān explains to Sam, are in areas in the mountains which are high enough to be cool all summer.

gwalesurkh is an ancient picnic/festival. Traditionally, it was a festival held in the area around Mazāresharif; now, the festival is held in the city itself. There is a description of the city and the festival in David Chaffetz' book A Journey through Afghanistan: A Memorial (published in Chicago by Regency Gateway, Inc., in 1981), which you might want to read for information.

khojasafā is actually a shrine to Khoja Safa; the picnic area is the area around that shrine. **paghmān** is about forty minutes' drive from Kabul; **sālang** is a two-hour drive from Kabul on the highway to the Soviet border.

The sports that Amān refers to in the conversation are soccer, volleyball and baseball; the games are traditional Afghan games.

WORD STUDY

Amān's use of the word **rādza** in his conversation with Sam is an idiom. Ordinarily, it means "come"; in this context, it focuses attention on the fact that Sam's visit is at a better time now that it would have been had Sam arrived when he had planned to. It translates pretty well as "actually" or "in fact."

khalak is plural, so it can only be used with plural verbs, e.g., **khalak ghruno ta dzi** or **khalak staṛi di.**

GRAMMAR NOTES

In the latter part of the lesson, six adjective classes are given, along with the adjectives which comprise each class, and the irregular adjectives. This is will not involve as much memorizing as it would appear at first glance. You'll see that in most cases adjective endings are identical with the endings in one or the other of the noun classes: almost all feminine forms, for example, are exactly like the forms for f1 nouns. In the class with the most adjectives in it, all the masculine forms are the same.

As with the noun classes, you should learn the forms for the example adjectives. Then, you merely have to memorize which class any new adjective belongs to to be able to recognize and use it.

ADDING TO YOUR DICTIONARY

Add the following new vocabulary to cards, and alphabetize them. Include on the cards any useful grammatical information.

loba	**sporţ**	**khalək**	**daxta**
ghar	**dara**	**mela**	**tra**
paghmān	**sālang**	**gwalesurkh**	**khojasafā**
asmān	**wāwra**	**muhim**	**khog**
bārāni	**rā**	**kho**	**bikhi**
rādza	**paghmān**	**sālang**	**tal**
hetskala	**shin**		

mele kawi/mela kegi
asmān shin da.
bād lagegi.
wāwra woregi.

EXERCISES

Tape exercise 1.

1.	T	F	6.	T	F
2.	T	F	7.	T	F
3.	T	F	8.	T	F
4.	T	F	9.	T	F
5.	T	F	10.	T	F

Tape exercise 2.

1.	_____	6.	_____
2.	_____	7.	_____
3.	_____	8.	_____
4.	_____	9.	_____
5.	_____	10.	_____

Exercise 3. In these sentences taken from the conversation, the adjectives are underlined, and the nouns they modify are in italics. Under each sentence list the gender, number and form of each adjective-noun combination.

1. ḍer xə *wəkhi* rā wərəsədə.
   gender: _____ number: _____ form: _____

2. pəsərləy de kābəl ḍer xə *mosəm* də.
   gender: _____ number: _____ form: _____

3. *əwā* bikhi xə wi.....
   gender: _____ number: _____ form: _____

4. de melo mashhur *dzāyunə* kum di?
   gender: _____ number: _____ form: _____

5. pə kābəl ke de khojəsafā *melə* ḍerə mashhurə də.
   gender: _____ number: _____ form: _____

6. pə pəsərli ke ḍerə loyə *melə* pə məzār ke kegi.
   gender: _____ number: _____ form: _____

7. de woṛi de melo ḍer muhim *dzāy* pəghmān də.
   gender: _____ number: _____ form: _____

8. de dwāṛo *dzāyunə əwā* ḍerə xə wi.
   dwāṛo dzāyunə:
   gender: _____ number: _____ form: _____
   əwā...ḍerə xə:
   gender: _____ number: _____ form: _____

9. *wobə* ye səṛe əw khwəgə di.
   gender: _____ number: _____ form: _____

Exercise 4.
Write the Pashto months in the spaces below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

KEY TO EXERCISES

Tape exercise 1.
1. F 2. T 3. F 4. F 5. T 6. T 7. F 8. T 9. T 10. F

Tape exercise 2.
See the Pashto Alphabet Writing Manual, Unit 5, Lesson 2, Key to Homework Exercise for answers.

Exercise 3.

1. **ḏer xə *wakht* rō wərəsede.**
   gender: masculine; number: singular; form: direct
2. **pəsərlay de kābəl ḏer xə *mosəm* də.**
   gender: masculine; number: singular; form: direct
3. ***əwā* bikhi xə wi.....**
   gender: feminine; number: singular; form: direct
4. **de melo mashhur *dzāyunə* kum di?**
   gender: masculine; number: plural; form: direct
5. **pə kābəl ke de khoja safə *melə* ḏerə mashhurə də.**
   gender: feminine; number: singular; form: direct
6. **pə pəsərli ke ḏerə loyə *melə* pə mazār ke kegi.**
   gender: feminine; number: singular; form: direct
7. **de woṛi de melo ḏer muhim *dzāy* paghmān də.**
   gender: masculine; number: singular; form: direct
8. **de ḏwāṛo *dzāyunə əwā* ḏerə xə wi.**
   ḏwāṛo dzāyunə:
   gender: masculine; number: plural; form: oblique
   əwā...ḏerə xə:
   gender: feminine; number: singular; form: direct
9. ***wobə* ye saṛe aw khwage di.**
   gender: feminine; number: plural; form: direct

Exercise 4.

ħamal	saraṭān	mizan	jadi
sawar	asad	aqrab	dalwa
jawzā	sunbula	qaws	ħut

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

dreyam dars:
pə logar ke pəsarlay aw woṛay

Lesson 3: Spring and Summer in Logar

LESSON OVERVIEW

In this lesson, you are learning about seasonal crops typically planted by the Pashtuns in Afghanistan. You are learning the names of the important crops and getting a notion as to the planting and harvesting cycle that dominates Pashtun rural life.

You are also learning to use verbs other than **yəm, ye, de**, etc. You have seen the present tense forms of several verbs in previous units. Now, you will learn how to use these verbs and others to talk about things that happen all the time or are happening now.

CULTURAL NOTES

Māmut Khān is a neighbor of Bārām Khān's. Sam has dropped in on Māmut Khān one morning during his stay with Bārām Khān and finds him at work on his farm. The lesson's conversation takes place outside, where Sam and Māmut Khān can see the activities they are talking about.

When Māmut Khān invites Sam to sit in the shade, he is most likely suggesting that they sit under a tree, or in a sheltered place where branches have been arranged to provide a shady place to sit. From there, Māmut Khān can direct the farming activities around him.

WORD STUDY

karwanda can mean either field or farm.

A **kaṯ** is a platform on which one sits or lies. It has a square frame with legs, made of wood. The platform part is made from woven rope.

lalmi is unirrigated wheat, planted in the spring. **ghanam** is a general term for wheat. **shawtala** is a winter crop; it's planted in the fall, grows in early spring (sometimes under the snow), and is ready for harvesting at the beginning of summer. Often, as the clover is harvested, corn is planted on the same ground.

khaṯakay refers to any kind of melon except watermelon.

The words **jwār, lalmi, warbashe,** and **shala** are always used in the plural.

Māmut Khān calls his workers **alako** (even though they are grown men), and addresses Sam as Sama. **alako** and Sama are the forms of **alak** and Sam, respectively, used in directly addressing them.

A **malma** is a male guest or visitor; the feminine form is **malmana**, which is fl.

The word **shin**, which you learned in the previous lesson in the phrase **asmān shin da**, means both green and blue. It's an irregular adjective: **shin, shna, shna, shno** are its masculine forms; its feminine forms are **shna, shne, shne, shna**.

GRAMMAR NOTES

In this lesson, you are learning to use Pashto verbs in the present tense. You have seen many present-tense verbs, in lesson and conversation titles, and in sentences which you have memorized as whole phrases.

A verb in the present tense in Pashto carries the meaning that something is happening at the moment, or that something happens all the time. We have two tenses in English for the same thing. To talk about things that happen all the time, we use the English present tense:

We sit here (every day).

And to talk about things that are happening at the moment, we use the English present continuous tense:

We are sitting here (right now).

In Pashto, the sentences "We sit here" and "We are sitting here" are expressed with just one sentence:

dəlta kenu.

The context of a Pashto present-tense verb will tell you whether it refers to something happening at the moment or to something that happens all the time. It is clear from the context of the conversation, for example, that when Māmut Khān says **jwar kari**, he is referring to something going on at the moment; but when he says **ḏer shayān pa pasarli ke karu**, he is referring to something that happens every year.

You will be learning the different endings for the present tense. They are close to the endings on the **yam, ye,** etc., forms you have already learned:

yəm	(I) am	**kenəm**	(I) sit, am sitting
ye	(you) are	**kene**	(you) sit, are sitting
da	(he/she) is	**keni**	(he/she) sits, is sitting
yu	(we) are	**kenu**	(we) sit, are sitting
yāstəy	(you) are	**kenəy**	(you-all) sit, are sitting
di	(they) are	**keni**	(they) sit, are sitting

ADDING TO YOUR DICTIONARY

Add the following, with their English equivalents and any useful grammatical information, to cards, and alphabetize them.

karwanda	**khaṭaki**	**melma**	**yindwāne**
bādrang	**shala**	**ghanam**	**soray**
ken-	**kenaw-**	**kaṭ**	**keg-**
shawtala	**kateghan**	**reb-**	**ghunda**
kar-	**ghaṭ**	**jwār**	**khwāga**
karal keg-	**yāra**	**fasal**	**bāze**
lalmi	**ma**	**warbashe**	**nāzak**
tarkāri	**kha**		

EXERCISES

Tape exercise 1.

1. always usually sometimes never
2. always usually sometimes never
3. always usually sometimes never
4. always usually sometimes never
5. always usually sometimes never
6. always usually sometimes never
7. always usually sometimes never
8. always usually sometimes never
9. always usually sometimes never
10. always usually sometimes never

Tape exercise 2.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 3

Read the following sentences, then write an additional sentence telling when the crop is planted. The first exercise is done for you.

1. de mung de dzāy shawtala mashhura da.

   _____shawtala pa mani ke karu._____

2. khalak de logar de bādrango sifat kawi.

   _____

3. de bārām khān khataki nāzak aw khwāga di.

   _____

4. di mung pa dzāy ke khalak shawtala pa woṛi ke rebi.

   _____

5. di tāse de dzāy yindwāne sakhte nāzake di.

   _____

Exercise 4.

Write the plural and oblique forms of the nouns listed below:

Direct singular	Direct plural	Oblique singular	Oblique plural
ghar			
mela			
wăwra			
kāl			
wakht			
mosam			
zamay			
wradz			
karwanda			
melma			
tarkāri			

Exercise 5.

The present-tense verbs in the following sentences (taken from previous units) are italicized. Underline the subject of the sentence, or if it is not expressed, write it in the space following the sentence. The first one is done for you.

1. wāɽə *lare*? _you_
2. *lərəm* ye. _____
3. pə khəyr *rāghlay* _____
4. lə kumə *rāghlay*? _____
5. lə kum dzāya *rāghle*? _____
6. lə pexəwərə *rāghləm* _____
7. de ñəmal əwəle wrədze tə nəwroz *wāyi*
8. de mələ tə gwəlesurkh *wāyi*
9. chərə *dzay*? _____
10. xpəle jəbhe tə *dzu* _____
11. khələk dəxto, ghro əw dərə tə *dzi*
12. de mələ tə də ʂol əfghənıstān khələk *dzi*
13. əsəd de əmān kərə *dzi*
14. mələ *kəwi* _____
15. dəltə tsə kār *kəwe*? _____
16. di tāse kāl tsə wəkht *shurə kegi*?

17. di mung kāl de ĥamal pə awale wradze *shuro kegi*.

18. lobe aw sporţuna *shuro kegi*.

19. pə pəsarli ke ḍera loya mela pə mazār ke *kegi*. _____

20. dwaṛa ye nyāzay *pezani*.

21. bārām khān sara tsə *pezane*? _____

KEY TO EXERCISES

Tape exercise 1.
1. sometimes 2. always 3. always 4. always 5. sometimes
6. usually 7. never 8. always 9. usually 10. sometimes

Tape exercise 2.
See Pashto Alphabet Writing Manual, Unit 5, Lesson 3, Key to Homework Exercise, for answers.

Exercise 3.
2. māmut khān bādrang pa pasarli ke kari. 3. bārām khān khataki pa pasarli ke kari. 4. shawtala pa məni ke rebu. 5. yindwāne pa pasarli ke karəy.

Exercise 4
ghar, ghruna, ghra, ghro/ghruno
mela, mele, mele, melo
wāwra, wāwre, wāwre, wāwro
kāl, kaluna, kāl, kaluno
wakht, wakhtuna, wakht, wakhto/wakhtuno
mosəm, mosəmuna, mosəm, mosəmo/mosəmuno
zəmay, zəmi, zəmi, zəmo
wradz, wradze, wradze, wradzo
karwanda, karwande, karwande, karwando
melma, melmāna, melmāna, melmāno
tarkāri, tarkāray, tarkāri, tarkāro/əyo

Exercise 5.

2. *lerəm* ye. __I__
3. pə khəyr *rāghlay*. _you-all__
4. lə kuma *rāghlay*? _you-all__
5. lə kum dzāya *rāghle*? _you__
6. lə pexəwərə *rāghləm*. __I__
7. de ñamal əwale wrədze tə nawroz *wāyi*.
8. de mele tə gwalesurkh *wāyi*.
9. chera *dzay*? __you-all_
10. xpəle jəbhe tə *dzu*. __we__
11. khalək dəxto, ghro əw dəro tə *dzi*.
12. de mele tə de ţol afghanistān khalək *dzi*.
13. əsəd de amān kərə *dzi*.
14. mele *kəwi*. _they__
15. dəltə tsə kār *kəwe*? __you__
16. di tāse kāl tsə wəkht *shuro kegi*?
17. di mung kāl de ñamal pə əwale wrədze *shuro kegi*.
18. lobe əw sporţuna *shuro kegi*.
19. pə pəsərli ke ḍerə loya melə pə mazār ke *kegi*. _they__
20. dwəṛə ye nyāzəy *pezəni*.
21. bārām khān sərə tsə *pezəne*? __you__

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

tsaloram dars:
pə logar ke mənay aw zəmay

Lesson 4: Fall and Winter in Logar

LESSON OVERVIEW

In this lesson, you are learning about fall and winter activities in rural Pashto-speaking areas. You are also learning more about using verbs in the present tense, in particular the present tense forms of the compound verbs you learned in Units 1 and 3. As you learn these, you will find that the range of things you can say in Pashto increases greatly.

CULTURAL NOTES

Moslems pray five times a day, the times determined by the rising and setting of the sun. It is not necessary to pray at a mosque. In fact, it is a common sight in Islamic societies to see people praying wherever they happen to be at prayer time: in shopping malls, on busy city streets, and so on. Tor's comment that the older men go to the mosque to pray during the winter is indicative that they do so because they really don't have anything

else to do. Other than feeding the domestic animals and occasional hunting, Pashtun farmers spend the winter waiting for it to pass.

The scheduling of weddings during the fall also reflects the distribution of the work load during the seasons. There is no time for wedding festivities during planting and harvesting seasons; in addition a fall wedding allows the new husband and wife more time together during the winter.

Tor's remark about speaking well of themselves and badly of everyone else--**khpal xe aw de noro bad wāyi**-- is a common saying in Pashto. If you know that **khpal** means "themselves" you can figure out the structure of the saying using the Pashto you already know.

WORD STUDY

You have by now seen all the possessive pronouns, i.e. the words corresponding to English "my, our, your, his, her, their." Here are the non-emphatic possessive pronouns, arranged by person and number:

me	my	**mo**	our
de	your	**mo**	you-all's
	ye his, her, their		

GRAMMAR NOTES

Almost all of the verbs you have learned have been in the command form, e.g., **lōɽ sə, gwəl kə,** etc. In this lesson, you are learning how to use these verbs in the present tense.

Some of the commands you know consist of two words, the second word being **kə** or **kəy**. Other commands you know also consist of two words, the second word being **sə** or **səy**. These two-word commands are all compound verbs. Usually--but not always--the first word of a compound verb is a word by itself: for example, the **tɪkrār** in **tɪkrār kə** "repeat (something)" is a noun meaning "repetition" or "review." The word **jəg** in **jəg kə** "raise (something)" is, as you learned in Unit 2, an adjective meaning "tall."

Compound verbs with **kə**

The **kə** in compound verbs like **tɪkrār kə** is the command form of the verb **kəw-**, "make" or "do." Compound verbs with **kə** almost always have an object--something that is being made or caused to become something else. For example, **tɪkrār kə** involves repeating something, like a sentence or a song: **sandera tɪkrār kə** means "Repeat the song."

Compound verbs with **sə**

The **sə** in compound verbs like **ter sə** is the command form of the verb **kəg-**, "become." Compound verbs with **sə** almost always do not have an object. For example, you know the adjective **wida** "asleep." **wida sə** is a command form meaning "become asleep," not "make someone asleep."

The present tense forms for compound verbs

In the **de jumle joɽəxt** section of this lesson, you are being shown the present tense forms of verbs you learned as commands. Some of the present tense forms are one word, for example **tɪkrārəwəm.** Other present tense forms are two words, for example **səyi kəwəm.** If you know the command form of a compound verb, you can usually predict whether the present tense

form will be one word or two: if the first word of the command form ends in a consonant, the present tense form will be one word; if it ends in a vowel, the present tense form will be two words.

Note that the present tense form corresponding to the command **lāṛ sa** is the familiar verb **dzam/dza/dzi**, etc.

ADDING TO YOUR DICTIONARY

Add the following words from this lesson, along with any useful grammatical information.

sāz
gaḍā
wāda
waduna
māndza

zyāt
wredz

terew-
tereg-
lwan-
khānd-
dawām lar-
majlas kaw-
spakeg-

sandara
shpa
mājat
kār
spingiray

bekāra
wugd

wrusta la _____ na
ka
māspaxin

sahār
pa tera byā
artsa
takhmin
pazṛapore
rixtyā

EXERCISES

Tape exercise 1.

1.	T	F	6.	T	F
2.	T	F	7.	T	F
3.	T	F	8.	T	F
4.	T	F	9.	T	F
5.	T	F	10.	T	F

Tape exercise 2.

1.	I	you	he/she/it	we	you-all	they
2.	I	you	he/she/it	we	you-all	they
3.	I	you	he/she/it	we	you-all	they
4.	I	you	he/she/it	we	you-all	they
5.	I	you	he/she/it	we	you-all	they
6.	I	you	he/she/it	we	you-all	they
7.	I	you	he/she/it	we	you-all	they
8.	I	you	he/she/it	we	you-all	they
9.	I	you	he/she/it	we	you-all	they
10.	I	you	he/she/it	we	you-all	they

Tape exercise 3.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Exercise 4.

Write the plural and oblique forms of the nouns below.

	Direct singular	Direct plural	Oblique singular	Oblique plural
1.	wāḍə			
2.	mundz			
3.	sāz			
4.	gəḍā			
5.	kār			
6.	əsmān			
7.	mājət			
8.	melmə			
9.	fəsəl			
10.	_(not used)_	tərkāri		

KEY TO EXERCISES

Tape exercise 1.
1. F 2. F 3. T 4. F 5. T 6. T 7. T 8. F 9. T 10. F

Tape exercise 2.
1. I 2. you 3. he/she/it 4. I 5. you 6. you-all 7. he/she/it 8. they 9. you-all 10. we

Tape exercise 3.
See the Pashto Alphabet Writing Manual, Unit 5, Lesson 4, Key to Homework Exercise, for answers.

Exercise 4.
1. wāḍə, waḍunə, wāḍə, waḍo/unə
2. mundz, mandzunə, māndzə, mandzo/mandzunə
3. sāz, sāzunə, sāz, sāzunə
4. gaḍā, gaḍāwe, gaḍāwe, gaḍāwə
5. kār, kāranə, kār, kāro/unə
6. asmān, asmānunə, asmān, asmāno/unə
7. mājat, mājatunə, mājat, mājato/unə
8. malmə, malmānə, malmə, malmanə
9. fasal, fasalunə, fasal, fasalunə
10. tarkāri, tarkāray, tarkārayə

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Daily Life

pindzam dars: tıkrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing the content and grammar of the previous lessons in the Unit, in particular the names of the months and seasons, seasonal activities in the city and on the farm, weather, and daily activities.

The grammar review focuses on adjective forms.

WORD STUDY

Here is a list of all the new vocabulary in Lessons 1-4 of the Unit. As in previous Review lessons, the words are listed dictionary-style, with grammatical information preceding the English meaning. Nouns are listed in direct singular form; adjectives are listed in masculine direct singular form.

əmumən adv. generally 5,1
əwā n, f3. weather 5,1
ərtsə pronoun. everything 5,4
əsmān n, m2. sky 5,3 5,4
əsəd n, m2. July-August 5,1
əqrəb n, m2 October-November 5,1
əsmān shin də. phr. The sky is clear. 5,2

bād lagegi. phr. The wind blows. 5,2
bādrang m. irreg. all forms the same except **bādrango**, obl. pl. cucumber 5,3
bāze adj, 6. (all forms same). some 5,3
bekāra adj, 6. idle, unemployed. 5,4
bikhi adv. especially 5,2

dawām lar- verb phrase. continue 5,4
dəlwə n, f1. January-February 5,1
dərə n, f1. valley 5,2
dəxtə n, f1. plain 5,2
di de emphatic possessive phr. her 5,1
di duy emphatic possessive phr. their 5,1
di də emphatic possessive phr. his 5,1
di mā emphatic possessive phr. my 5,1
di mung emphatic possessive phr. our 5,1
di tā emphatic possessive phr. your 5,1
di tāse emphatic possessive phr. you-all's 5,1

ḍer, adj, 1 much, very 5,1

fəsəl n,m. irreg. **fəsluno, fəsəl, fəsluno** crop 5,3

gəḍā n, f3. dance 5,4
ghənəm n, m. irreg. all forms same except **ghənəmo**, obl. pl. wheat 5,3
ghər n, m. irreg. **ghruno, ghrə, ghro/ghruno** mountain 5,2
ghoṭ adj, 1 big 5,3
gwəlesurkh phr. Name of picnic/festival held in Mazāre-sharif every spring 5,2

Unit 5, Lesson 5

ŋamal n, m2. March-April 5,1
hetskala never 5,2
ŋut n, m2. February-March 5,1

jadi n, f. irreg. All forms the same. December-January 5,1
jawzā n, f3 May-June 5,1
jwār n, m. irreg. **jwār**, dir. pl. **jwāro** pl. obl. singular forms not used. corn 5,3

ka if 5,4
kar- vb. stem. sow 5,3
karəl keg- vb. stem. be sown 5,3
karwanda n, f1. farm 5,3
kaṭ n, m2. cot, sitting platform 5,3
kaw- vb. stem. make, cause 5,3
kāl n, m. irreg. **kaluna, kāl, kaluno** year 5,1
kār n, m2. work 5,4
kār kaw- phrase. work, make work 5,4
keg- vb. stem. happen, become 5,3
ken- vb. stem. sit 5,3
khalak n, m dir. pl. **khalko**, obl. pl. No singular forms. people 5,2
khānd- vb. stem. laugh 5,4
khaṭakay n, m3. melon (all kinds except watermelon) 5,3
kho indeed 5,3
kho but 5,2
khog adj., irreg. **khwāga, khwāga, khwago**. fem. forms regular. sweet, tasty 5,2
khojasafā phr. Name of picnic site in Kabul. 5,2
kala kala phr. sometimes 5,2

lalmay n, m3. always plural. unirrigated wheat 5,3
lar- vb. stem. have 5,3
loba n, f1. game 5,2
lobe kaw- phr. play 5,4
loy n, m1. adult (literally adj. **loy** "big") 5,4
lwan- vb. stem. read 5,4

majlas kaw- phr. make conversation 5,4
mājat n, m2. mosque 5,4
māspaxin n, m. irreg. in the afternoon 5,4
mela n, f1. festival/picnic 5,2
mela kaw- phr. go on a picnic 5,2
mela keg- phr. a picnic takes place 5,2
melma n, m. irreg. **melmāna, melma, melmano** guest, male 5,3
melmana n, f1. guest, female 5,3
mizān n, m2. September-October 5,1
mo pronoun, non-emphatic our, your 5,4
mosam n, m2. season 5,1
mudām always 5,2
mundz n, m. irreg. **mandzuna, māndza, mandzo/mandzuno** prayer 5,4
manay n, m3. fall (season) 5,1
maṛ adj, irreg. m. forms **maṛ, mṛa, mṛa, mṛo.** f. forms **mṛa, mṛe, mṛe, mṛo.** dead 5,2
myāst n, f. irreg. **myāste, myāste, myāsto** month 5,1
muhim adj, 1. important 5,2

naram adj. 1 except **narmo** m. pl. obl. mild 5,1
nawroz n, m. sg. dir. & obl. No plural forms. New Year. 5,1
nāzak adj. 1. good, delicious 5,3
nore adj, m. and f.pl. never used with singular nouns other 5,2
nan adv. today 5,1

paghmān n, m2. name of picnic/festival area close to Kabul 5,2
pezan- vb. stem. know, be acquainted with 5,3
pa tera bya phr. especially 5,4
pasarlay n, m3. spring (season) 5,1
pazṛapore phr. interesting 5,4

qaws n, m2. November-December 5,1

rā adv. here 5,2
rādza phr. actually 5,2
rāghl- vb. stem. come 5,3
reb- vb. stem. reap, cut with scythe 5,3
rixtyā phr. by the way 5,4

səhār n, m. irreg. in the morning 5,4
səndərə n, f1. song 5,4
sərə wāy- phr. talk to each other about 5,4
sərətān n, m2 June-July 5,1
səwər n, m2 April-May 5,1
sālang n, m2 name of picnic/festival area close to Kabul 5,2
sāz n, m2. music 5,4
shawtala n, f1. clover 5,3
shin adj, irreg. **shnə**, m.pl. dir. & obl sg. **shno**, m.pl. obl. feminine forms **shnə, shne, shne, shno**. blue, green 5,2
shola n, f1. always plural. rice paddy 5,3
shpa n, f1. night 5,4
shuro keg- vb. stem. begin 5,1, 5,3
soray n, m3. shade 5,3
soṛ adj, ms. **sāṛə** mpl. **saṛə** fs. **saṛe** fpl. cold 5,1
sporţ n, m2. sport 5,2
spingiray n, m3. elder, graybeard 5,4
spəkeg- vb. stem. become lighter, lighten 5,4
sur adj, irreg. m. forms **srə, srə, sro**. f. forms **sro, sre, sre, sro**. red 5,2
sunbula n, f1 August-September 5,1

takhmin adv. almost, about 5,4
tarkāri n, f irreg. **tarkāray, tarkāri, tarkāro/tarkāray** Singular form almost always used. vegetable 5,3
teraw- vb. stem pass 5,4
tereg- vb. stem pass 5,4
tod adj, irreg. m. forms **tod, tāwdə, tāwdə, tawdo**. f. forms **tawdə, tawde, tawde, tawdo** hot 5,1
trə n, m. irreg. **truna**, pl. and obl. sg. **tro, truno** obl. pl. paternal uncle 5,2
tsə wakht question phr. what time, when 5,1
təl adv. always 5,2

wakht n, m2. time 5,1
wakhta n, m2. special plural used with numbers. time 5,4
wāda n, irreg. **waduna, wāda, wado, waduno** wedding 5,4
wāwra n, fl. snow 5,2
wāwra woregi. phr. It snows. 5,2
wāy- vb. stem. say, tell, be called 5,3, 5,4
wi vb. 3s. and pl. form. habitual counterpart of **da.** 5,1
woɽay n, m3. summer 5,1
worbasha fl. always plural barley 5,3
wradz n, irreg. f. **wradze, wradze, wradzo** day 5,1
wredz adj, 1. cloudy 5,4
wruste la _____ na prep. after 5,4
wugd adj, 1. long 5,4

yindwāna fl. watermelon 5,3

z̲amay n, m3. winter 5,1
zyāt adj. 6 (all forms same) much, heavy 5,4

EXERCISES

Tape exercise 1.

1. _____.

   melo: ___feminine, oblique plural___

   dzāyuna: _____

2. _____.

   tra: _____

   zoy: _____

3. _____.

   māndza: _____

   mājat: _____

4. _____.

   mani: _____

   kāruna: _____

5. _____.

   jwār: _____

   woṛi: _____

Tape exercise 2

1. kitāb me khlāsəwəm
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Tape exercise 3.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 4.

Write the eight forms for each adjective below.

1. **ghaṭ**

Masc. dir. sg.	Masc. dir. pl.	Masc. obl. sg.	Masc. obl. pl.
_____	_____	_____	_____
Fem. dir. sg.	**Fem. dir. pl.**	**Fem. obl. sg.**	**Fem. obl. pl.**
_____	_____	_____	_____

2. **wugd**

Masc. dir. sg.	Masc. dir. pl.	Masc. obl. sg.	Masc. obl. pl.
_____	_____	_____	_____
Fem. dir. sg.	**Fem. dir. pl.**	**Fem. obl. sg.**	**Fem. obl. pl.**
_____	_____	_____	_____

3. **wredz**

Masc. dir. sg.	Masc. dir. pl.	Masc. obl. sg.	Masc. obl. pl.
_____	_____	_____	_____
Fem. dir. sg.	**Fem. dir. pl.**	**Fem. obl. sg.**	**Fem. obl. pl.**
_____	_____	_____	_____

4. **teyōr**

Masc. dir. sg.	Masc. dir. pl.	Masc. obl. sg.	Masc. obl. pl.
_____	_____	_____	_____
Fem. dir. sg.	**Fem. dir. pl.**	**Fem. obl. sg.**	**Fem. obl. pl.**
_____	_____	_____	_____

5. **nazək**

Masc. dir. sg.	Masc. dir. pl.	Masc. obl. sg.	Masc. obl. pl.
_____	_____	_____	_____
Fem. dir. sg.	**Fem. dir. pl.**	**Fem. obl. sg.**	**Fem. obl. pl.**
_____	_____	_____	_____

6. **khog**

Masc. dir. sg.	Masc. dir. pl.	Masc. obl. sg.	Masc. obl. pl.
_____	_____	_____	_____
Fem. dir. sg.	**Fem. dir. pl.**	**Fem. obl. sg.**	**Fem. obl. pl.**
_____	_____	_____	_____

KEY TO EXERCISES

Tape exercise 1.

1. **de melo mashhur dzāyuna kum di?**
   melo: feminine, oblique plural; **dzāyuna:** masculine, direct plural
2. **dā di mā de tra zoy amān da.**
   tra: masculine, oblique singular; **zoy:** masculine, direct singular
3. **wrusta la māndza na ham ḍer wakht pa mājat ke nāst terawi.**
   māndza: masculine, oblique singular;
   mājat: masculine, oblique singular
4. **pa mani ke kāruna spakegi.**
   mani: masculine, oblique singular; **kāruna:** masculine, direct plural
5. **jwār pa woṛi ke karal kegi.**
   jwār: masculine, direct plural; **woṛi:** masculine, oblique singular

Tape exercise 2.

2. **barq raṇā kawam.** 3. **ghwag wanisam.** 4. **pa kaṭ kenam.** 5. **na khāndam.** 6. **karāregam.** 7. **lāsuna mo jagawam.** 8. **bar kenam.** 9. **kafitiryā ta dzam.** 10. **tafri wakam.**

Tape exercise 3.

See the Pashto Alphabet Writing Manual, Unit 5, Lesson 5, Key to Homework Exercise, for answers.

Exercise 4.

1. **ghaṭ, ghaṭ, ghaṭ, ghaṭo; ghaṭa, ghaṭe, ghaṭe, ghaṭo**
2. **wugd, wugd, wugd, wugdo; wugda, wugde, wugde, wugdo**
3. **wredz, wredz, wredz, wredzo; wredza, wredze, wredze, wredzo**
4. **tayār, tayār, tayār, tayāro; tayāra, tayāre, tayāre, tayāro**
5. **nāzak, nāzak, nāzak, nāzako; nāzaka, nāzake, nāzake, nāzako**
6. **khog, khwāga, khwāga, khwāgo, khwāga, khwāge, khwāge, khwaga**

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

awal dars: de wradze bel bel wakhtuna

Lesson 1: The Different Times of Day

UNIT OVERVIEW

In this Unit, you will learn how to talk about dates, days and times in Pashto. You will learn the days of the week, the numbers to 31, the informal Pashto set of words referring to general times of the day, the prayer times, and time-telling.

LESSON OVERVIEW

In this lesson, you are learning how to talk about activities on particular days of the week and also about activities at particular times during the day.

CULTURAL NOTES

The twenty-four hour clock, with hours and minutes, is a relatively recent phenomenon in Pashtun culture. The time names you are learning in this lesson have been used for longer, and--in rural areas--are still more widely used, than the more precise hour-and-minute system.

As you can tell, the time names are based on where the sun is. During the winter, when days are short, the time names cover correspondingly shorter periods during the day.

The Islamic week starts on Saturday. Friday corresponds to our Sunday in Moslem societies; Friday is the day of rest. Amān and other Kabulis work a six-day week, from Saturday to Thursday.

WORD STUDY

The word **shambe**, "Saturday," is used among educated Pashtuns. Uneducated Pashtuns use the word **hafta** for "Saturday." **hafta** also means "week."

GRAMMAR NOTES

The phrase **yaw dzal** means "once," as in "once a week." You can say "twice a week," "three times a week," and so on, by adding **a** to **dzal** (this is the special plural that is added to nouns modified by numbers), for example:

dwa dzala "twice"
pa wradz ke dwa dzala "twice a day"

dre dzala "three times"
pa hafta ke dre dzala "three times a week"

There are two ways in Pashto to express the idea "on Sunday": the first way is simply to use the word for Sunday in the direct form: **yakshambe**... The second way is to include the word **wradz**: **de yakshambe pa wradz**... This last phrase translates literally into English as "on the day of Sunday."

There are three ways in Pashto to express the idea "in spring." The first way is simply to use the word for the season in the direct singular: **pasarlay awā xa wi.** The second way is to use **pasarlay** in a prepositional phrase: **pa pasarli ke awā xa wi.** The third way is to use **pasarlay** in a phrase with **mosam**: **de pasarli pa mosam ke awā xa wi.**

ADDING TO YOUR DICTIONARY

Add the following words to index cards, including any grammatical or other information you find useful.

woseg-khushāla	**rukhsat yaw dzal**	**tər _____ (a) pore**	
shambe	**yakshambe**	**du shambe**	**se shambe**
chār shambe	**panshambe**	**juma**	
sahār	**tsāxt mahāl**	**gharma**	**māspəxin**
lwaṛ māzdigar	**māzdigar**	**māxām**	**māxām tyārə**
māskhutan	**nima shpa**		

EXERCISES

Tape exercise 1.

1.	M	T	W	Th	F	S	Su	11.	M	T	W	Th	F	S	Su
2.	M	T	W	Th	F	S	Su	12.	M	T	W	Th	F	S	Su
3.	M	T	W	Th	F	S	Su	13.	M	T	W	Th	F	S	Su
4.	M	T	W	Th	F	S	Su	14.	M	T	W	Th	F	S	Su
5.	M	T	W	Th	F	S	Su	15.	M	T	W	Th	F	S	Su
6.	M	T	W	Th	F	S	Su	16.	M	T	W	Th	F	S	Su
7.	M	T	W	Th	F	S	Su	17.	M	T	W	Th	F	S	Su
8.	M	T	W	Th	F	S	Su	18.	M	T	W	Th	F	S	Su
9.	M	T	W	Th	F	S	Su	19.	M	T	W	Th	F	S	Su
10.	M	T	W	Th	F	S	Su	20.	M	T	W	Th	F	S	Su

Unit 6, Lesson 1

Tape exercise 2

1. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

2. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

3. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

4. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

5. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

6. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

7. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

8. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

9. 12-6 a.m. 6-8 a.m. 9-12 a.m.
   1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

10. 12-6 a.m. 6-8 a.m. 9-12 a.m.
    1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

11. 12-6 a.m. 6-8 a.m. 9-12 a.m.
    1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

12. 12-6 a.m. 6-8 a.m. 9-12 a.m.
    1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

13. 12-6 a.m. 6-8 a.m. 9-12 a.m.
    1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

14. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

15. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

16. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

17. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

18. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

19. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

20. 12-6 a.m. 6-8 a.m. 9-12 a.m.
1-3 p.m. 3-4 p.m. 5-6 p.m. 7-8 p.m. 8-10 p.m. 10-12 p.m.

Tape exercise 3.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Exercise 4.

Rewrite the following statements with lə _____ no tər _____ pore kār kawəm.

1. de shambe pə wrədz səhār kār tə dzəm aw māzdigər bertə rādzəm.

_____

_____

2. de yakshambe pə wrədz tsāxt məhāl kār tə dzəm aw māxām bertə rādzəm.

_____

_____

3. de se shambe pə wrədz gharmə kār tə dzəm aw māxām tyārə bertə rādzəm.

_____

_____

4. de chār shambe pə wrədz māspəxin kār tə dzəm aw māskhutən bertə rādzəm.

_____

_____

5. de panshambe pə wrədz māxām kār tə dzəm aw nimə shpə bertə rādzəm.

_____

_____

KEY TO EXERCISES

Tape exercise 1.

1. W	2. T	3. F	4. Th	5. S	6. M	7. Su	8. T
9. M	10. F	11. Su	12. S	13. T	14. W	15. Su	
16. Th	17. F	18. W	19. S	20. M			

Tape exercise 2.

1. 6-8 a.m.	2. 5-6 p.m.	3. 1-3 p.m.	4. 8-10 p.m.
5. 9-12 a.m.	6. 6-8 a.m.	7. 12-6 a.m.	8. 7-8 p.m.
9. 10-12 p.m.	10. 3-4 p.m.	11. 1-3 p.m.	12. 12-6 a.m.
13. 6-8 a.m.	14. 10-12 p.m.	15. 7-8 p.m.	16. 3-4 p.m.
17. 8-10 p.m.	18. 5-6 p.m.	19. 1-3 p.m.	20. 9-12 a.m.

Tape exercise 3.

See the Pashto Alphabet Writing Manual, Unit 6, Lesson 1, Key to Homework Exercise, for answers.

Exercise 4.

1. **de shambe pə wrədz lə sahāra tər māzdigara pore kār kawam.**
2. **de yak shambe pə wrədz lə tsāxt mahāla tər māxāma pore kār kawam.**
3. **de se shambe pə wrədz lə gharme na tər māxām tyāra pore kār kawam.**
4. **de chār shambe pə wrədz lə māspaxina tər māskhutana pore kār kawam.**
5. **de panshambe pə wrədz lə māxāma tər nime shpe pore kār kawam.**

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

doyam dars: tārikhuna

Lesson 2: Dates

LESSON OVERVIEW

In this lesson, you are learning how to say dates in Pashto. In order to say dates, you are learning the numbers from 11 to 31 in both cardinal and ordinal forms. You are also learning how many days there are in each Pashto month.

CULTURAL NOTES

You will remember from Unit 5 that the Pashto months are based on a solar calendar, i.e., a 365-day year. The number of days in a particular month varies from month to month, as it does in our calendar:

ḥamal, sawar, jawzā, saratān, asad and **sunbula** have 31 days.
mizān, aqrab, qaws, jadi, and **dalwa** have 30 days.
ḥut has 29 days.

If you add these up, the total is 365.

There is no formula by which you can easily figure out the correspondence between a particular date in the Pashto calendar and the same date in the western calendar. People who have to work between the two calendars make use of a double calendar which looks something like this:

ḥut						
juma	pan-shambe	chār shambe	se shambe	du shambe	yak-shambe	shambe
2 Feb 21	1 Feb 20					
9 Feb 28	8 Feb 27	7 Feb 26	6 Feb 25	5 Feb 24	4 Feb 23	3 Feb 22
16 Mar 7	15 Mar 6	14 Mar 5	13 Mar 4	12 Mar 3	11 Mar 2	10 Mar 1
23 Mar 14	22 Mar 13	21 Mar 12	20 Mar 11	19 Mar 10	18 Mar 9	17 Mar 8
	29 Mar 20	28 Mar 19	27 Mar 18	26 Mar 17	25 Mar 16	24 Mar 15

GRAMMAR NOTES

The expression of dates in Pashto is similar to their expression in English: **de ẖamal pə pindzəlosəm** is parallel to "the fifteenth of April" in grammatical structure. In both languages, the word "day" is left out, but is understood: just as you can say "on the fifteenth day of April", you can say in Pashto **de ẖamal pə pindzəlosəme wrədze.**

In Pashto, the understood word in the date can be either **wrədz**, which is feminine, or **tārikh**, which is masculine. The ordinal can correspondingly be either masculine or feminine, depending on which "understood" word it agrees with, e.g.,

de ẖamal pə pindzəlosəm (tārikh) or
de ẖamal pə pindzəlosəme (wrədze).

In dates in this and following lessons, you will be expected to give the masculine ordinal form, but to recognize both masculine and feminine ordinal forms.

ADDING TO YOUR DICTIONARY

Add the following words to cards, including any useful grammatical information. Also add the numbers and their ordinal forms to cards.

pāte keg-	sakāl	rukhsati	kor
yawolas	shpāṛas	yawist	shpagwist
dolas	walas	dwawist	wawist
dyarlas	atalas	darwist	atawist
tswarlas	nunas	tsalerist	nahawist
pindzalas	shal	pindzawist	ders
			yawders

EXERCISES

Tape exercise 1.

1.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
2.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
3.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
4.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
5.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
6.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
7.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
8.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
9.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					
10.	11	12	13	14	15	16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	31					

11. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

12. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

13. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

14. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

15. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

16. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

17. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

18. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

19. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

20. 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31

Tape exercise 2.

1. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

2. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

3. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

4. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

5. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

6. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

7. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

8. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

9. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

10. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

11. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

12. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

13. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

14. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

15. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

16. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

17. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

18. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

19. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

20. 11th 12th 13th 14th 15th 16th 17th 18th 19th
20th 21st 22nd 23rd 24th 25th 26th 27th 28th
29th 30th 31st

Unit 6, Lesson 2

Tape exercise 3.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Exercise 4.

Write the Pashto words for the following numbers.

1. 31 _____ 11. 20 _____

2. 12 _____ 12. 16 _____

3. 17 _____ 13. 23 _____

4. 27 _____ 14. 28 _____

5. 24 _____ 15. 26 _____

6. 30 _____ 16. 15 _____

7. 11 _____ 17. 27 _____

8. 14 _____ 18. 25 _____

9. 18 _____ 19. 21 _____

10. 22 _____ 20. 24 _____

Exercise 5.

saratān						
juma	pan-shambe	chār shambe	se shambe	du shambe	yak-shambe	shambe
4	3	2	1			
11	10	9	8	7	6	5
18	17	16	15	14	13	12
25	24	23	22	21	20	19
	31	30	29	28	27	26

Answer the following questions, referring to the calendar above:

1. dā kuma myāst da? _____
2. de saratān darwistama kuma wradz da? _____
3. de saratān tsalorama kuma wradz da? _____
4. de asad awala kuma wradz da? _____
5. de jawzā yawdersama kuma wradz da? _____

KEY TO EXERCISES

Tape exercise 1.

1. 24 2. 12 3. 31 4. 26 5. 17 6. 14 7. 29 8. 11
9. 20 10. 23 11. 30 12. 12 13. 15 14. 27 15. 18 16. 28
17. 31 18. 16 19. 13 20. 19

Tape exercise 2.

1. 23rd 2. 15th 3. 31st 4. 18th 5. 16th 6. 14th 7. 29th
8. 20th 9. 26th 10. 30th 11. 28th 12. 17th 13. 11th
14. 13th 15. 26th 16. 31st 17. 12th 18. 24th 19. 14th
20. 16th.

Tape exercise 3.

See Pashto Alphabet Writing Manual, Unit 6, Lesson 2, Key to Homework Exercise, for answers.

Exercise 4.

1. **yawders** 2. **dolas** 3. **walas** 4. **wawist** 5. **tsalerist**
6. **ders** 7. **yawolas** 8. **tswarlas** 9. **atalas** 10. **dwawist**
11. **shal** 12. **shpāṛas** 13. **darwist** 14. **atawist**
15. **shpagwist** 16. **pindzalas** 17. **wawist** 18. **pindzawist**
19. **yawist** 20. **tsalerist**

Exercise 5.

1. **saratān** 2. **chār shambe** 3. **juma** 4. **juma** 5. **du shambe**

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

dreyam dars: tso baje di?

Lesson 3: What Time Is It?

LESSON OVERVIEW

In this lesson, you are learning to express time in Pashto. This involves the use of phrases with **pə**, the numbers from one to twelve, and the multiples of five.

CULTURAL NOTES

The system of time-telling you are learning in this lesson is parallel to the English system involving phrases like "It's a quarter to four" and "...at four-thirty." The system is used among educated Pashtuns when they need to be concerned with minutes (like Amān is, as he catches buses and has to be at work at particular times). As was mentioned in Unit 6, Lesson 1, rural Pashtuns are far more likely to reckon time by means of the time-of-day phrases like **sahār** and **māspəxin**.

WORD STUDY

In this and previous lessons, you have learned several words and phrases having to do with breaks and free time. Here they are, with the differences in meaning:

tafri	break, in between work periods
tafri lar-	have a scheduled break
tafri kaw-	take a break
tafri wak-	take a particular break (as in **tafri waka**)
rukhsat	free, as in when work is finished or not scheduled
rukhsati	time off, as in vacation days
rukhsateg-	be free, as in finishing work or not working on weekends
khwashe-	free, as in during a break or at lunch
khwashe yam/ye, etc.	I'm/you're free (for lunch or break)

GRAMMAR NOTES

The most difficult aspect of telling time in Pashto is the agreement of the numbers with the word **baja**, which is feminine.

Here is a table, showing the feminine forms for the numbers from 1 - 12:

f. sg. dir.	f. pl. dir.	f. sg. obl.	f. pl. obl.
yəwə	-	yəwe	-
dwə	dwə	dwə	dwo
dre	dre	dre	drewo
tsəlor	tsəlor	tsəlor	tsəloro
pindzə	pindzə	pindzə	pindzo
shpəg	shpəg	shpəg	shpəgo
wə	wə	wə	wo
ətə	ətə	ətə	əto
nəhə	nəhə	nəhə	nəho
ləs	ləs	ləs	ləso
yəwoləs	yəwoləs	yəwoləs	yəwoləso
doləs	doləs	doləs	doləso

ADDING TO YOUR DICTIONARY

Add the following words and phrases to cards, including any useful grammatical information.

dəftər	khwədzəg-	məspəxini	kəm
rəsəg-	səhəri	pəw	bənde
kor	rukhsətəg-	bəjə	təfri
tso bəje di?	pə tso bəjo....	khwəshe	nim

EXERCISES

Tape exercise 1.

1.	quarter after	half past	quarter to
2.	quarter after	half past	quarter to
3.	quarter after	half past	quarter to
4.	quarter after	half past	quarter to
5.	quarter after	half past	quarter to
6.	quarter after	half past	quarter to
7.	quarter after	half past	quarter to
8.	quarter after	half past	quarter to
9.	quarter after	half past	quarter to
10.	quarter after	half past	quarter to
11.	quarter after	half past	quarter to
12.	quarter after	half past	quarter to
13.	quarter after	half past	quarter to
14.	quarter after	half past	quarter to
15.	quarter after	half past	quarter to

16. quarter after half past quarter to

17. quarter after half past quarter to

18. quarter after half past quarter to

19. quarter after half past quarter to

20. quarter after half past quarter to

Tape exercise 2.

1. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

2. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

3. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

4. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

5. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

6. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

7. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

8. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

9. 7:00 7:05 7:10 7:15 7:20 7:25
   7:30 7:35 7:40 7:45 7:50 7:55

10. 7:00 7:05 7:10 7:15 7:20 7:25
    7:30 7:35 7:40 7:45 7:50 7:55

11. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

12. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

13. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

14. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

15. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

16. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

17. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

18. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

19. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

20. 7:00 7:05 7:10 7:15 7:20 7:25
7:30 7:35 7:40 7:45 7:50 7:55

Tape exercise 3.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Exercise 4.
Write out the Pashto equivalent for the phrase "It's _____" for the times listed below.

1. 1:45 _____**pāw kam dwa baje di**_____
2. 4:15 _____
3. 6:00 _____ _____
4. 8:30 _____
5. 12:55 _____
6. 2:35 _____
7. 5:15 _____
8. 9:20 _____
9. 7:50 _____
10. 1:05 _____
11. 12:20 _____
12. 3:30 _____
13. 4:00 _____
14. 11:10 _____
15. 1:30 _____

Exercise 5.
Write out the Pashto equivalent for the phrase "at....," using the same times as in Exercise 4.

1. 1:45 ____pə pāw kam dwo bajo..____
2. 4:15 _____
3. 6:00 _____
4. 8:30 _____
5. 12:55 _____
6. 2:35 _____
7. 5:15 _____
8. 9:20 _____
9. 7:50 _____
10. 1:05 _____
11. 12:20 _____
12. 3:30 _____
13. 4:00 _____
14. 11:10 _____
15. 1:30 _____

KEY TO EXERCISES

Tape exercise 1.

1.	quarter after	half past	quarter to
2.	quarter after	half past	quarter to
3.	quarter after	half past	quarter to
4.	quarter after	half past	quarter to
5.	quarter after	half past	quarter to
6.	quarter after	half past	quarter to
7.	quarter after	half past	quarter to
8.	quarter after	half past	quarter to
9.	quarter after	half past	quarter to
10.	quarter after	half past	quarter to
11.	quarter after	half past	quarter to
12.	quarter after	half past	quarter to
13.	quarter after	half past	quarter to
14.	quarter after	half past	quarter to
15.	quarter after	half past	quarter to
16.	quarter after	half past	quarter to
17.	quarter after	half past	quarter to
18.	quarter after	half past	quarter to
19.	quarter after	half past	quarter to
20.	quarter after	half past	quarter to

Tape exercise 2.

1. 7:35 2. 7:45 3. 7:20 4. 7:50 5. 7:45 6. 7:00 7. 7:40
8. 7:55 9. 7:05 10. 7:00 11. 7:10 12. 7:45 13. 7:25
14. 7:20 15. 7:30 16. 7:40 17. 7:15 18. 7:55 19. 7:10
20. 7:55.

Tape exercise 3.
See the Pashto Alphabet Writing Manual, Unit 6, Lesson 3, Key to Homework Exercise, for answers.

Exercise 4.

1. pāw kam dwa baja di.
2. pāw bānde tsalor baja di.
3. shpag baja di.
4. ata nima baja di.
5. pindza kam yawa baja da.
6. pindzawist kam dra baja di.
7. pāw bānde pindza baja di.
8. shal bānde naha baja di.
9. las kam ata baja di.
10. pindza bānde yawa baja da.
11. shal bānde dolas baja di.
12. dra nima baja di.
13. tsalur baja di.
14. las bānde yawolas baja di.
15. yawa nima baja da.

Exercise 5.

1. pa pāw kam dwa bajo...
2. pa pāw bānde tsaloro bajo...
3. pa shpago bajo...
4. pa ata nimo bajo...
5. pa pindza kam yawe baja...
6. pa pindzawist kam drewo bajo...
7. pa pāw bānde pindzo bajo...
8. pa shal bānde naho bajo...
9. pa las kam ato bajo...
10. pa pindza bānde yawe baja...
11. pa shal bānde dolaso bajo...
12. pa dra nimo bajo...
13. pa tsaloro bajo...
14. pa las bānde yawolaso bajo...
15. pa yawe nima baja...

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

tsaloram dars: de māndzə wakhtuna

Lesson 4: Prayer Times

LESSON OVERVIEW

In this lesson, you are learning about the times that Pashtuns pray. You are also learning to express these prayer times and the time-of-day words you learned in Unit 6, Lesson 1, in clock time.

CULTURAL NOTES

Bārām Khān's son Tor and his friend Spin are planning to join the mujaheddin under Commandant Aslam for two and a half months. The conversation gives their plan for a quick walk from Spin's village to Borg, and the tape presentation gives an alternate plan for a more leisurely trip. Note that in the latter Sam asks whether Tor and Spin will spend time with Jabār Khān Niazi. Tor is also a Niazi clan member, and so would ordinarily be expected to spend more time with a fellow clansman.

Note that Tor counts on dropping in on Jabār Khān for lunch and on Malak Surgwal for dinner; remember that the Pashtun code of hospitality ensures first that Jabār Khān and Malak Surgwal are prepared for unexpected lunch and dinner guests and second that Tor and Spin would be welcome under any circumstance, but especially as clansmen to Jabār Khān and relatives of Malak Surgwal's friend.

Tor plans the leisurely trip to Borg in terms of meal times (which people do in all cultures) and prayer times. As was mentioned in Unit 5, Lesson 4, Moslems are required by their religion to stop what they are doing and pray five times a day (unless they are fighting in a **jihad**, i.e., any war against non-Moslems). The times for prayer have names (you are learning the Pashto words for them), and the prayers for each time are different. For more information on prayer times in Islam, see the Encyclopedia Britannica article "Islam."

WORD STUDY

khel is the Pashto word for "clan." The villages **musākhel, maghwal khel and kute khel** on the map of Logar are named after the clan to which the inhabitants belong. Note that in the longer trip plan Tor says ...**musākhelo ta rasawu** (**musākhelo** is in the oblique plural) instead of **musākhel** (the oblique singular); he is thinking of the name in terms of the people (plural) rather than the place (singular).

ADDING TO YOUR DICTIONARY

Add the following words to cards, including any grammatical information you find useful.

sabāta	**chərgbāng mahāl**
wale	**dzān**
resew-	**!a _____ na wrusta**
kara	**mundz kaw-**
moda	**dama**
sangar	**sabanāray**
gharmanāray	**ɠoɠəy**
yawtsa	**mulāzān**

de sahār mundz
de māspəxin mundz
de māzdigar mundz
de māxām mundz
de māskhutan mundz

EXERCISES

Tape exercise 1.

1.	dawn	early afternoon	late afternoon	early evening	late evening
2.	dawn	early afternoon	late afternoon	early evening	late evening
3.	dawn	early afternoon	late afternoon	early evening	late evening
4.	dawn	early afternoon	late afternoon	early evening	late evening
5.	dawn	early afternoon	late afternoon	early evening	late evening
6.	dawn	early afternoon	late afternoon	early evening	late evening
7.	dawn	early afternoon	late afternoon	early evening	late evening
8.	dawn	early afternoon	late afternoon	early evening	late evening
9.	dawn	early afternoon	late afternoon	early evening	late evening
10.	dawn	early afternoon	late afternoon	early evening	late evening

Tape exercise 2.

1. 4:20	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

Tape exercise 3.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Exercise 4.

Write out the following sentences or phrases.

1. It's 12:25. _____
2. at 3:45... _____
3. It's 1:30. _____
4. It's 4:15. _____
5. at 11:05... _____
6. at 12:45... _____
7. It's 2:10. _____
8. at 7:35... _____
9. It's 9:20. _____
10. at 6:50... _____

Unit 6, Lesson 4

KEY TO EXERCISES

Tape exercise 1.

1.	dawn	early afternoon	late afternoon	early evening	late evening
2.	dawn	early afternoon	late afternoon	early evening	late evening
3.	dawn	early afternoon	late afternoon	early evening	late evening
4.	dawn	early afternoon	late afternoon	early evening	late evening
5.	dawn	early afternoon	late afternoon	early evening	late evening
6.	dawn	early afternoon	late afternoon	early evening	late evening
7.	dawn	early afternoon	late afternoon	early evening	late evening
8.	dawn	early afternoon	late afternoon	early evening	late evening
9.	dawn	early afternoon	late afternoon	early evening	late evening
10.	dawn	early afternoon	late afternoon	early evening	late evening

Tape exercise 2.

2. 6:30 3. 12:45 4. 2:50 5. 1:10 6. 7:45 7. 9:05 8. 11:10
9. 10:55 10. 12:35 11. 8:25 12. 5:30 13. 4:45 14. 1:05 15. 12:45.

Tape exercise 3.

See the Pashto Alphabet Writing Manual, Unit 6, Lesson 4, Key to Homework Exercise, for answers.

Exercise 4.

1. **pindzəwist kam dolas baje di.**
2. **pə pāw kam tsaloro bajo...**
3. **yawa nima baja da.**
4. **pāw bānde pindzə baje di.**
5. **pə pindzə bānde yawolaso bajo..**
6. **pə pāw kam yawe baje...**
7. **las bānde dwa baje di.**
8. **pə pindzəwist kam ato bajo..**
9. **shəl bānde nəha baje di.**
10. **pə las kam wo bajo ...**

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

pindzəm dars: tɪkrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing the months of the year, the days of the week, dates, times, and the numbers from 1 to 31.

WORD STUDY

Here is a list of all the new vocabulary in Lessons 1-4 of the Unit. As in previous Review lessons, the words are listed dictionary-style, with grammatical information preceding the English meaning. Nouns are listed in direct singular form; adjectives are listed in masculine direct singular form.

ətələs number. eighteen 6,2
ətəwist number. twenty-eight 6,2

baja n, f1. time (literally "clock") 6,3
_____ bānde prep. past, after 6,3

chār shambe n, f. irreg. Plural forms never used. dir. and obl. sg. forms are the same. Wednesday 6,1
chərgbāng mahāl phr. cockcrow; before dawn 6,4

daftər n, m. irreg. **daftəruno, daftər, daftəro/uno** office 6,3
dama n, f1. rest 6,4
ders number. thirty 6,2
dolas number. twelve 6,2
du shambe n, f. irreg. Plural forms never used. dir. and obl. sg. forms are the same. Monday 6,1
dərwist number. twenty-three 6,2
dwəwist number. twenty-two 6,2
dyərlas number. thirteen 6,2
dzān n, m2. self 6,4

ḍoḍəy n, f2. dinner 6,4
ḍoḍəy khwr- eat (food) 6,1

gharma n, f1. noon 6,1
gharmanāray n, m3. lunch 6,4

juma n, f1. Plural forms never used. Friday 6,1

kam adj., 1. lacking (in time-telling, parallel to English "to" as in "ten to seven") 6,3
kara = pə kor ke, kor ta 6,4
khushāla adj., 6. happy 6,1
khwadzeg vb. stem. start out 6,3
khwr- vb. stem. eat 6,1
kor n, m2. house 6,2

lə malgəro sara gor- phr. meet friends 6,1
lə _____ na wrusta prep. after 6,4
lwaṛ māzdigar phr. early late afternoon (sun is still fairly high) 6,1

māskhutən n, m. irreg. Plural forms never used; dir. and obl. sing. forms are the same. late evening (about 9 - 12 p.m.) 6,1
māspəxin n, m. irreg. Plural forms never used; dir. and obl. sing. forms are the same. afternoon (sun is high in the sky) 6,1
māspəxini phr. in the afternoons, of an afternoon 6,3
māxām n, m. irreg. Plural forms never used; dir. and obl. sing. forms are the same. dusk (sun has set, but there is still light) 6,1
māxām tyārə n, m. irreg. Plural forms never used; dir. and obl. sing. forms are the same. evening (sky is dark) 6,1
māzdigər n, m. irreg. Plural forms never used; dir. and obl. sing. forms are the same. late afternoon (sun is close to the horizon) 6,1
modə n, f1. time 6,4
mulāzān n, irreg. always singular; dir. sg. and obl. sg. forms the same. first morning call to prayer 6,4
mundz kəw- vb stem. say prayers 6,4
musākhel n, irreg. **musākhel, musākhel, musākhelo** clan name 6,4

nim adj.,1. half (in time-telling, parallel to English "thirty" as in "four-thirty") 6,3
nimə shpə phr. midnight 6,1
nunəs number. nineteen 6,2
nəhəwist number. twenty-nine 6,2

panshambe n, f. irreg. Plural forms never used. dir. and obl. sg. forms are the same. Thursday 6,1
pāte keg- vb. stem. (**pāte sə**, command form) stay 6,2
pātseg- vb. stem. get up 6,1
pāw n, m2. quarter (in time-telling, parallel to English "quarter" as in "quarter after", "quarter to") 6,3
pindzələs number. fifteen 6,2
pindzəwist number. twenty-five 6,2
pə tso bəjo phr. at what time 6,3

rəsəw- vb. stem. cause to reach 6,4
rəseg- vb. stem. reach 6,3
rukhsət adj, 6. off (not working) 6,1
rukhsətəg- vb. stem. become free 6,3
rukhsəti n, f. irreg. **rukhsətəy, rukhsəti, rukhsətəyo.** free time

sabanāray n, m3. breakfast 6,4
sabāta phr. tomorrow 6,4
sakāl phr. this year
sahār n, m. irreg. Plural forms never used; dir. and obl. sing. forms are the same. morning (just after dawn) 6,1
sahāri phr. in the mornings, of a morning 6,3
sangar n, m. irreg. **sangaruna, sangar sangaruna.** bulwark 6,4
se shambe n, f. irreg. Plural forms never used. dir. and obl. sg. forms are the same. Tuesday 6,1
shpāṛas number. sixteen 6,2
shpagwist number. twenty-six 6,2
shambe n, f. irreg. Plural forms never used. dir. and obl. sg. forms are the same. Saturday 6,1
shal number. twenty 6,2

takhmin adj, 6. almost 6,3
tārikh n, m2. date 6,2
tsalerist number. twenty-four 6,2
tsāxt mahāl phr. late morning 6,1
tso baje phr. what time 6,3
tswarlas number. fourteen 6,2
tar ____ (-ā) pore prep. until ___ 6,1

wale phr. Why? What is happening? 6,4
wida keg- vb. phr. go to bed 6,1
woseg- vb. stem. live 6,1
walas number. seventeen 6,2
wawist number. twenty-seven 6,2

yakshambe n, f. irreg. Plural forms never used. dir. and obl. sg. forms are the same. Sunday 6,1
yaw dzal phr. once 6,1
yawders number. thirty-one 6,2
yawist number. twenty-one 6,2
yawolas number. eleven 6,2

GRAMMAR NOTES

By now you should be comfortable with the structure of prepositional phrases. Here is a summary:

- A prepositional phrase consists of a preposition and an object.

- Some prepositions come before the object (e.g., **pa** _____);
  some come after the object (e.g., _____ **ta**); or
  some come both before and after the object (e.g., **la** _____ **sara**).

- The object of a preposition is a noun, with or without modifying adjectives. The noun (and adjectives) must be in the oblique case (exceptions to this rule are singular objects of the preposition **pa**, which can be in the direct case.)

EXERCISES

Tape exercise 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Day left out: _____

Tape exercise 2.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	

Month left out: _____

Tape exercise 3.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Exercise 4.

Write the forms for the following adjectives.

1. **khushāla**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

2. **nim**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

3. **rukhsat**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

4. **ger**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

5. **khog**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

6. **tod**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

7. **shin**

m. sg. dir.	m. pl. dir.	m. sg. obl.	m. pl. obl.
_____	_____	_____	_____
f. sg. dir.	**f. pl. dir.**	**f. sg. obl.**	**f. pl. obl.**
_____	_____	_____	_____

Exercise 5.

Write the plural and oblique forms for the following nouns.

	sg. dir.	pl. dir.	sg. obl.	pl. obl.
1.	baja	_____	_____	_____
2.	daftar	_____	_____	_____
3.	dama	_____	_____	_____
4.	ḍoḍay	_____	_____	_____
5.	dzān	_____	_____	_____
6.	moda	_____	_____	_____
7.	sabanāray	_____	_____	_____
8.	gharma	_____	_____	_____
9.	kar	_____	_____	_____
10.	tārikh	_____	_____	_____

KEY TO EXERCISES

Tape exercise 1.

1. **chār shambe** 2. **panshambe** 3. **shambe** 4. **se shambe**
5. **juma** 6. **du shambe**

Day left out: **yakshambe**

Tape exercise 2.

1. **dalwa** 2. **mizān** 3. **asad** 4. **sawar** 5. **qaws** 6. **aqrab**
7. **sunbula** 8. **saratān** 9. **ḥamal** 10. **ḥut** 11. **jawzā**

Month left out: **jadi**

Tape exercise 3.

See the Pashto Alphabet Writing Manual, Unit 6, Lesson 5, Key to Homework Exercise, for answers.

Exercise 4.

1. All forms of **khushāla** are the same.
2. **nim, nim, nim, nimo; nima, nime, nime, nimo**
3. All forms of **rukhsat** are the same.
4. **ḍer, ḍer, ḍer, ḍer; ḍera, ḍere, ḍere, ḍero**
5. **khog, khwāga, khwāga, khwago; khwaga, khwage, khwage, khwago**
6. **tod, tāwda, tāwda, tawdo; tawda, tawde, tawde, tawdo**
7. **shin, shna, shna, shno; shna, shne, shne, shno.**

Exercise 5.

1. baja, baje, baje, bajo
2. daftar, dafteruna, daftər, daftero/uno
3. dama, dame, dame, damo
4. ɖ̤ɔɖ̤əy, ɖoɖ̤əy, ɖoɖ̤əy, ɖoɖ̤əyo
5. dzān, dzānuna, dzān, dzānuno
6. moda, mode, mode, modo
7. sabanāray, sabanāri, sabanāri, sabanārəyo
8. gharma, gharme, gharme, gharmo
9. kor, koruna, kor, koruno
10. tārikh, tārikhuna, tārikh, tārikhuno

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about the Family

awal dars: khpalwān

Lesson 1: Male Relatives

UNIT OVERVIEW

In this unit, you will be learning the Pashto words for family members. You will also be learning to understand and use pronouns.

LESSON OVERVIEW

In this lesson, you are learning the Pashto words for some of the male relatives in a Pashtun family. You are also learning how to use the "weak" possessive pronouns **me, de, ye** and **mo** in sentences.

CULTURAL NOTES

This lesson's conversation takes place between Sam and Bārām Khan as they walk to Jarnayl's kalā for a party. They are accompanied by several men from Bārām Khān's family.

Jarnayl's party is scheduled for an evening. Bārām Khān and his companions will probably walk home that night.

Amin's family is invited because Sam knows Amin from the United States. At the party there will be a lot of food and conversation, but probably no other activity except possibly music and dancing.

You can tell from Bārām Khān's listing of the guests that there will be no women present at the party with the men, although the women of the different families may be having a parallel party of their own.

You can also tell from Bārām Khān's listing of the guests that he thinks of the people he mentions in terms of their family relationships. We do this to a certain extent--"George's cousin Al will be at the party, with his wife and kids," "This is my nephew John," and so on--but not to the same great extent.

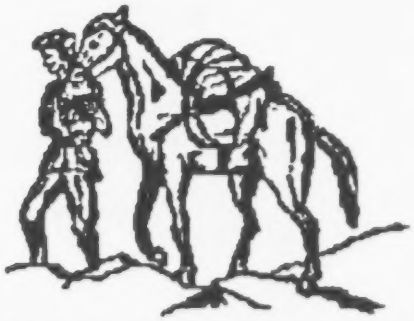
In addition to his grandfathers, father, brothers, sons and grandsons, a Pashtun will also be close (in the sense of being actively involved in their lives) of his uncles on both sides, his male cousins, and his nephews. Given the size of Pashtun families, these relatives can number in the dozens or even into the hundreds. While there are family squabbles and occasionally serious fights (one was mentioned in the conversation in Unit 3, Lesson 4), the male members of an extended family usually form a solid unit in their dealings with the world beyond the family.

WORD STUDY

Most of the terms for relatives you are learning have different words for male and female equivalents, e.g., **zoy** and **lur**. In this way they are like English terms for relatives, e.g. "son" and "daughter", which are different words entirely. The following pairs, however, are masculine and feminine forms of the same word:

khpalwān/khpalwāna **nmasay/nmasay** **trorzay/trorzay**
tarbur/tarbra **wrāra/wrera**

The word **tarbur**, "cousin," has a negative connotation; calling someone a **tarbur** is not a compliment. The feminine counterpart **tarbra**, however, is a neutral term.



GRAMMAR NOTES

In this lesson you are learning about the placement of "weak" pronouns in sentences. The "weak" pronouns under consideration are **me**, "my,", **ye**, "his/their," **de**, "your," and **mo** "our/you-all's." Learning these pronouns will allow you to say things like "I'm going with his brother," "The party is at our uncle's house," "Your notebook is in the car," and so on.

Remember that these words are used in sentences and phrases when possession is not emphasized (i.e., most of the time); when you want to emphasize possession (as in "That's my book, not yours!"), you use the full prepositional phrase with **de**, e.g., **di mā**, **di tā**, etc.

The English equivalents of the "weak" pronouns come before the word they modify: in the sentences above, the possessive phrases are "his brother," "our uncle's house," and "your notebook."

In Pashto, the placement of these pronouns is determined by the following rules:

1. The weak pronoun goes after the first stressed element in the sentence. In sentences you have learned so far, the first stressed element is:
   a. The subject of the sentence, e.g.,
      hasan ye wror da. "Hasan is his brother."
      hasan is the subject of the sentence.
   b. The direct object, in sentences without expressed subjects, e.g.,
      wror ye pezani. "I know his brother."
      wror is the direct object of the sentence.
   c. The first prepositional phrase, in sentences without expressed subjects, e.g.,
      la wror sara ye dzam. "I'm going with his brother."
      la wror sara is the first (and only) prepositional phrase.
2. In a possessive phrase with **de**, the noun that the **de** phrase modifies is the stressed element, e.g.,
   de wror kara ye dzam. "I'm going to his brother's house."
   kara is modified by **de wror**; it is the first stressed element in the sentence.

ADDING TO YOUR DICTIONARY

Add the following words to cards, including English translations and any grammatical or other information you find useful.

amdā	melmastyā	trə
ba	nāwakhta	tujārat
____ de x tsə keg-	nika	tarbur/tarbra
dumra	mashar	wanis-
khpalwān/	plār	wrārə/wrera
khpalwāna	sāt	wror
kashar	tālim kaw-	zum
landa	tarjumān	
mandzway	trorzay/trorzay	

EXERCISES

Exercise 1.
Study the examples below:

1. de nyāzi kor ta dzəm. » kor ta ye dzəm.
2. de atiqulā nyāzi kor chera da? » kor ye chera da?
3. dā di mā de trə zoy amān da. » dā me de trə zoy amān da.

Now rewrite the sentences below, substituting the appropriate weak pronoun for the underlined phrase. The sentences are taken from previous lessons.

1. de bārām khān nyāzi kalā mashhura da? »

_____

2. de bārām khān kalā chera da? »

_____

3. de tāse kāl tsə wakht shuro kegi? »

_____

4. de mung kāl de ħamal pə awale wradze shuro kegi. »

_____

5. Som de bārām khān melma da. »

_____

6. tor de māmut khān karwande ta dzi. »

_____

7. de sahār mundz de musākhelo pa mājat ke kawu. »

_____

8. la sabanāri na wruste makhāmakh de jabār khān nyāzi kalā ta dzu. »

_____

_____

9. malak surgwal di mā de tra malgaray da. »

_____

10. de māxām mundz de malak surgwal pa mājat ke kawu. »

_____

11. de rādiyo pa moţar ke rādzam. »

_____

12. le saratāna tar asada pore de bārām khān pa kor ke pāte kegam. »

_____

Tape exercise 2.

my what?

1. ____kitāb_____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

your what?

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

our what?

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Tape exercise 3.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 7, Lesson 1

Key

Exercise 1.

1. **kalā ye mashhura da?**
2. **kalā ye chera da?**
3. **kāl mo tsa wakht shuro kegi?**
4. **kāl mo de ħamal pa awale wradze shuro kegi.**
5. Sam **ye melma da.**
6. **tor ye karwande ta dzi.**
7. **de sahār mundz ye pa majat ke kawu.**
8. **la sabanāri na wrusta ye makhamakh kalā ta dzu.**
9. **malak surgwal me de tra malgaray da.**
10. **de māxām mundz ye pa mājat ke kawu.**
11. **pa moṭar ke ye rādzam.**
12. **le saratāna tar asada pore ye pa kor ke pāte kegam.**

Tape exercise 2.

my what?

1. **kitāb** 2. **kor** 3. **plār** 4. **trorzay** 5. **karwanda**
6. **kor** 7. **tarbur** 8. **mashar wror** 9. **kor** 10. **daftar**

your what?

1. **kor** 2. **wror** 3. **wror** 4. **malgari** 5. **wrāra**
6. **truna** 7. **khpalwān** 8. **koranay** 9. **melmastyā** 10. **plār**

our what?

1. **sinf** 2. **plār** 3. **xowunkay** 4. **ṭep** 5. **moṭar**
6. **melmāna** 7. **karwande** 8. **wāṛa** 9. **melma** 10. **fasluna**

Tape exercise 3.

See the Pashto Alphabet Writing Manual, Unit 7, Lesson 1, Key to Homework Exercise, for answers.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

doyam dars: nor khpəlwān

Lesson 2: More Relatives

LESSON OVERVIEW

In this lesson, you are learning more terms for relatives. You are also learning more ways to use the weak pronouns **me, ye, de,** and **mo**.

CULTURAL NOTES

You will note that, in Sam's conversation with Jarnayl, there is no discussion of the girl Patang is marrying. The only way Sam could politely ask about her would be the question **tsok mo wər ta kaṛe da**, "Who have you engaged him to?", to which Jarnayl would answer something like **de bārām khān nmasay mo wər ta kaṛe da**, "We've engaged him to Bārām Khān's grand-daughter."

In Pashtun society (especially in rural areas), parents have a much greater say over the lives and activities of their children than parents do in the United States. Arranged marriages, in which the parents choose their children's husbands and wives, are the norm. While a young man or woman will often be consulted in the choice of a mate, considerations such as family and tribal politics usually determine who will be married to whom.

Patang's family is likely to have engaged him to Bārām Khān's granddaughter months or even years before the wedding takes place. An engagement involves the setting of a sum of money that the groom's family must pay the bride's family. The wedding cannot take place until the groom's family has gotten the money together, and sometimes the family circumstances make it difficult to come up with the money quickly.

During the engagement, the boy visits his fiancee's family. Very often in these circumstances, his fiancee's mother will make secret arrangements for the boy and girl to spend some time alone together.

The major festivities of a wedding take place on the first night--Friday night, in Patang's case. At that time all the relatives have gathered, and they celebrate--men and women in separate locations--with food, singing and dancing. In the women's party, the bride sits in a room and gets fussed over by her relatives and friends. She is traditionally of two minds about getting married: excited to be married, but unhappy at the prospect of leaving her parents.

The next afternoon, the husband and his family come to take the bride and her belongings to his house. Sam will miss that part of Patang's wedding because he has to get back to Peshawar.

WORD STUDY

dā tsə wāye! which Jarnayl says to Sam on hearing that he is leaving the day of Patang's wedding, is an idiom. (Literally, it translates as "That what are you saying!") People say it to express shock or disbelief: Jarnayl doesn't want to hear that Sam won't be there for the wedding. You should not try to use the phrase until you have learned more Pashto.

The phrase **de shambe shpa** translates literally as "evening of Saturday", but it means "the evening before Saturday" or, as we usually say it, "Friday evening." The seven possibilities are listed below:

Pashto	Literal English	Idiomatic English
de jume shpa	"the evening of Friday" or "the evening before Friday"	Thursday evening
de shambe shpa	"the evening of Saturday" or "the evening before Saturday"	Friday evening
de yakshambe shpa	"the evening of Sunday" or "the evening before Sunday"	Saturday evening
de du shambe shpa	"the evening of Monday" or "the evening before Monday"	Sunday evening
de se shambe shpa	"the evening of Tuesday" or "the evening before Tuesday"	Monday evening
de chār shambe shpa	"the evening of Wednesday" or "the evening before Wednesday"	Tuesday evening
de panshambe shpa	"the evening of Thursday" or "the evening before Thursday"	Wednesday evening

Note that the English phrases "Christmas Eve" and "New Year's Eve" are parallel to the Pashto, in that they refer to the evening before the day mentioned.

GRAMMAR NOTES

In Unit 7, Lesson 1, you learned about the position of weak pronouns in sentences when they are used to indicate possession. In this lesson, you are learning about the position of weak pronouns in sentences when they are used as direct objects, e.g., **bārām khān ye pezani,** "Bārām Khān knows him," in which the **ye** is the direct object. The forms of the weak pronouns used as direct objects are the same as their forms when used in possessive phrases. The four pronouns therefore have the following possible English equivalents:

me: "my, me"
de: "your, you"
ye: "his, her, its, him, her, it, their, them"
mo: "our, us, you-all's, you-all"

The "rules" for position of the weak pronouns **me, de, ye** and **mo** are the same, whether they are used as possessives or as direct objects: the weak pronoun goes after the first major element in the sentence. In the case of the sentence **laram ye**, "I have them," which you learned in Unit 3, the verb is the first (and only) major element in the sentence, so the weak pronoun **ye** goes after it.

The word **ba** also follows the "rules" for position in the sentence: it goes after the first major element in the sentence. If there's a **ba** and a weak pronoun or two in the same sentence, the **ba** comes first in the string.

If there is more than one weak pronoun in a sentence, the order is as follows (including **ba**):

1st: **ba**
2nd: **me** or **mo**
3rd: **de**
4th: **ye**

For example, the sentence "Your father knows his brother" is **plār de ye wror pezani**. and "Your father knows me" is **plāṛ me de pezani**.

Note the following restrictions on the meaning of **ye**:

patang ye wror pezani. "Patang knows his (someone else's) brother."
patang khpal wror pezani. "Patang knows his (own) brother."

ADDING TO YOUR DICTIONARY

Add the following words to cards, including any grammatical and other information you find useful.

waraseg-	**tera kam**	**agha** (m)
arumaru	**de** (day) **shpa**	**agha** (f)
ghwāṛ	**leg-**	**rawal-**
khpal		

_____ **ta wāda**
_____ _____ **ta wadaw-**

meṛa	**ndror**	**khwrayay**	**tror**
māmā	**khor**	**xadza**	**nmasay**

EXERCISES

Tape exercise 1.

1.	me	you	him/her/it	us/you-all
2.	me	you	him/her/it	us/you-all
3.	me	you	him/her/it	us/you-all
4.	me	you	him/her/it	us/you-all
5.	me	you	him/her/it	us/you-all
6.	me	you	him/her/it	us/you-all
7.	me	you	him/her/it	us/you-all
8.	me	you	him/her/it	us/you-all
9.	me	you	him/her/it	us/you-all
10.	me	you	him/her/it	us/you-all

Tape exercise 2.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Exercise 3.

The sentences below have been taken from previous lessons. For each underlined weak pronoun, give the English equivalent. The first two have been done for you.

1. **tikrār ye ka.** **ye:** ___it (a sentence)_____
2. **tsanga ye spil kawe?** **ye:** _____it (a word)_____
3. **lutfan ye tarjuma ka.** **ye:** _____
4. **lutfan ye pa angrezi wawāya.** **ye:** _____
5. **byā ye wawāya.** **ye:** _____
6. **lutfan ye pa paxto wawāya.** **ye:** _____
7. **kitāb de khlās ka.** **kitāb de:** _____
8. **talafuz de sayi ka.** **talafuz de:** _____
9. **sihat de xa da?** **sihat de:** _____
10. **pa makha de xa.** **makha de:** _____

11. wāṛə de xə di? wāṛə de: _____

12. lorəm ye. (In answer to the question wāṛə lore?)

    ye: _____

13. zoy me dre kalan da. me: _____

14. dwaṛə ye nyāzay pezani. ye: _____

15. lə jalālābāda me yaw khat war ta rā waṛay da.
    I have brought

    me yaw khat: _____

16. de zoy khat ye da? khat ye: _____

17. de bārām khān kalā ta ye barābar ka. ye: _____

18. zoy ye pə amrikā ke di mā de paxto xowunkay wə.

    ye: _____

Key

Tape exercise 1.

1.	me	you	him/her/it	us/you-all
2.	me	you	him/her/it	us/you-all
3.	me	you	him/her/it	us/you-all
4.	me	you	him/her/it	us/you-all
5.	me	you	him/her/it	us/you-all
6.	me	you	him/her/it	us/you-all
7.	me	you	him/her/it	us/you-all
8.	me	you	him/her/it	us/you-all
9.	me	you	him/her/it	us/you-all
10.	me	you	him/her/it	us/you-all

Tape exercise 2.

See the Pashto Alphabet Writing Manual, Unit 7, Lesson 2, Key to Homework Exercise, for answers.

Exercise 3.

3. it (a sentence or word) 4. it (a sentence or word) 5. it (a sentence or word) 6. it (a sentence or word) 7. your book 8. your pronunciation 9. your health 10. your way 11. your children 12. them (children) 13. my son 14. both of them 15. my letter 16. his son 17. him 18. his son

wəma hafta:
de koranəy pə bārā ke khabəre

Unit 7: Talking about Families

dreyam dars: de Sam koranəy

Lesson 3: Sam's Family

LESSON OVERVIEW

In this lesson, you are learning to use Pashto terms for relatives in talking about American families. You are also learning the oblique forms of weak pronouns.

CULTURAL NOTES

The restrictions on talking about someone's female relatives are not as great if the person is a foreigner. Atiqullah's uncle shows the usual curiosity about foreigners and their family arrangements. If you travel to countries like Afghanistan, you can expect to be asked these kinds of questions everywhere you go.

WORD STUDY

mālım/mālıma is an Arabic word, whereas **xowunkay** and **xowunke** are Pashto words. **mālım** is more commonly used among older and rural Pashtuns.

You have often seen the verb **dz-** used in sentences where the meaning is "go." In some of the sentences in the **de jumle joṛəxt** section of this lesson, **dz-** is translated as "leave". With the **lə____nə** preposition, **dz-** has roughly the same meanings as English "leave" does: "go away from", "leave (one's husband)", "leave (one's father's house)", etc.

GRAMMAR NOTES

In this lesson, you are concluding the study of the weak pronouns. The oblique forms are **rā**, "me, us," **dər**, "you," and **wər** "him/her/it/them." These oblique forms are used in prepositional phrases.
Here are the rules for them:

1. A prepositional phrase with a weak pronoun object goes immediately before the verb, e.g.,

   tor lə spin sərə borg tə dzi. "Tor is going to Borg with Spin."
   1 2 3 4
   >>

   tor borg tə wər sərə dzi. "Tor is going to Borg with him."
   1 3 2 4

2. The first part of a two-part preposition (e.g., **la _____ sara**, etc.) is dropped when the object is a weak pronoun, e.g.,
   tor la spin sara kara dzi. "Tor is going home with Spin."
   >>
   tor kara war sara dzi. "Tor is going home with him."

   An exception to this rule is **pa _____ ke**; when the object of **pa _____ ke** is a weak pronoun, the pronoun itself is dropped and the phrase is simple **pa ke**.
   dā deṛa loya kalā da. bārām khān pa ke wosegi.
   "That's a very big kalā. Bārām Khān lives in it."

You will recall the following sentences from previous lessons. Each sentence has a prepositional phrase with an oblique weak pronoun in it. Those prepositions have been underlined.

1. **za ba byā war ta wawāyam tse tā telefun kaṛay wa.** "I will tell [to] him that you called." (Unit 2, Lesson 3)

2. **de bārām khān nyāzi kalā dar (ta) māluma da?** "Is Bārām Khān's kalā known to you?" (Unit 4, Lesson 3)

3. **dar (ta) xayi ye.** "They will show it to you." (Unit 4, Lesson 3)

4. **alaka war sara lāṛ sa.** "Boy, go with him." (Unit 4, Lesson 4)

You will remember from previous units that there are lots of sentences in Pashto without expressed subjects, e.g. **___ wagay ye, ___ xāysta da, ___kara dzay**, etc. The implied subjects are really weak pronouns; the rule for weak pronouns used as subjects is that they are simply left out.

Here is the whole picture:

Weak pronouns as subjects: do not appear
Weak pronouns as direct objects and possessives: **me, de, ye, mo**.
Weak pronouns as objects of prepositions: **rā, dar, war**.

ADDING TO YOUR DICTIONARY

Add the following to cards, including any grammatical or other information you might find useful.

dzān ta	**mor**	**tanā**
khor	**numeg-**	**xədza**
mālɪm	**_____ sara pezan-**	**zwanday**

rā
dar
war

EXERCISES

Tape exercise 1.

1.	me/us	you/you-all	him/her/it/them
2.	me/us	you/you-all	him/her/it/them
3.	me/us	you/you-all	him/her/it/them
4.	me/us	you/you-all	him/her/it/them
5.	me/us	you/you-all	him/her/it/them
6.	me/us	you/you-all	him/her/it/them
7.	me/us	you/you-all	him/her/it/them
8.	me/us	you/you-all	him/her/it/them
9.	me/us	you/you-all	him/her/it/them
10.	me/us	you/you-all	him/her/it/them

Tape exercise 2.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Exercise 3.

The sentences below are taken from the conversation and tape presentation for the lesson. Indicate who the underlined pronoun refers to.

1. nə <u>wər</u> sərə pezəni.

   wər: _____

2. xədzə əw wāṛə <u>ye</u> pə əmrikā ke di?

   ye: _____

3. yəw <u>ye</u> zoy də, dwə <u>ye</u> luṇe di.

   ye: _____

   ye: _____

4. zoy <u>ye</u> David numegi, əw luṇe <u>ye</u> yəwə Mary numegi, əw bələ Becky.

   ye: _____

   ye: _____

5. wāṛə əw xədzə <u>ye</u> lə mor əw plār sərə wosegi?

   ye: _____

6. mor əw plār <u>ye</u> tsə kār kəwi?

   ye: _____

7. plār ye mansabdār da aw mor ye mālima da.

   ye: _____

   ye: _____

8. tanā yawa khor ye la mor aw plār sara wosegi.

   ye: _____

Key

Tape exercise 1.

1.	me/us	you/you-all	him/her/it/them
2.	me/us	you/you-all	him/her/it/them
3.	me/us	you/you-all	him/her/it/them
4.	me/us	you/you-all	him/her/it/them
5.	me/us	you/you-all	him/her/it/them
6.	me/us	you/you-all	him/her/it/them
7.	me/us	you/you-all	him/her/it/them
8.	me/us	you/you-all	him/her/it/them
9.	me/us	you/you-all	him/her/it/them
10.	me/us	you/you-all	him/her/it/them

Tape exercise 2.

See the Pashto Alphabet Writing Manual, Unit 7, Lesson 3, Key to Homework Exercises, for answers.

Exercise 3.

1. **war:** Aslam and Salim 2. **ye:** Sam. 3. **ye:** Sam: **ye:** Sam.
4. **ye:** Sam's children, **ye:** Sam's children. 5. **ye:** Sam. 6. **ye:** Sam.
7. **ye:** Sam: **ye:** Sam. 8. **ye:** Sam.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

tsaloram dars: de bārām khān koranəy

Lesson 4: Bārām Khān's Family

LESSON OVERVIEW

In this lesson, you are learning more names for relatives, and using the words for relatives in new contexts. You are also learning to use the strong and weak pronouns correctly.

CULTURAL NOTES

Bārām Khān is, as Sam tells his friend, an important khān in Logar. Bārām Khān's position as a khān is indicative that he has a large extended family, many of whom live in his kalā. You will recall that a kalā is in effect an enclosed group of houses. Bārām Khān's sons each live in one of the houses in his kalā, with their wives and children. The kalā is surrounded by fields, which are owned by Bārām Khān and farmed by his relatives.

GRAMMAR NOTES

In this lesson, you are learning the difference between the weak possessive pronouns which you learned in Lesson 1 of this Unit (**me, de, ye,** and **mo**) and the strong possessive pronouns, which you have learned about in previous lessons. The strong possessive pronouns are listed below with the preposition **di/de**.

di mā	"my"	**di mung**	"our"
di tā	"your"	**di tāse**	"your"
di də	"his" (close by)	**di duy**	"their" (close by)
di de	"her" (close by)		
de aghə	"his" (close by)	**de agho**	"their" (out of sight)
de aghe	"her" (close by)		

The **di də/di de/di duy** phrases are used when the person they refer to is close by or present at the conversation. The **de aghə/de aghe/de agho** phrases are used when the person they refer to is not present.

You will recall that the strong possessive pronouns are used when emphasis is being placed on the possessive, e.g. in sentences like **dā di mā kitāb də. di də nə də.** "That's my book, not his." Otherwise, the weak possessive is used, e.g. **dā me kitāb də. kitābche me nə də.** "That's my book. It's not my notebook."

ADDING TO YOUR DICTIONARY

Add the following words and phrases to cards, with their translations and any grammatical information you find useful.

alāwə pə chā ghaṛay khordzə ngor wrerə

EXERCISES

Tape exercise 1.

1. emphasis on the possessor ordinary emphasis
2. emphasis on the possessor ordinary emphasis
3. emphasis on the possessor ordinary emphasis
4. emphasis on the possessor ordinary emphasis
5. emphasis on the possessor ordinary emphasis
6. emphasis on the possessor ordinary emphasis
7. emphasis on the possessor ordinary emphasis
8. emphasis on the possessor ordinary emphasis
9. emphasis on the possessor ordinary emphasis
10. emphasis on the possessor ordinary emphasis
11. emphasis on the possessor ordinary emphasis
12. emphasis on the possessor ordinary emphasis
13. emphasis on the possessor ordinary emphasis
14. emphasis on the possessor ordinary emphasis
15. emphasis on the possessor ordinary emphasis

Tape exercise 2.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 3.

The following sentences are from Bārām Khān's point of view. Rewrite them so they are from the point of view of Shanur, his oldest son.

1. **bārām khān dre nor zamən lari.**

   ____ dre wruna larəm. _____

2. **koranəy ye bikhi loya da.**

   _____

3. **alāwa pə zamano tsalor luṇe lari.**

   _____

4. **zamən aw de agho wāṛə wər sara wosegi.**

   _____

5. **bārām khān takhmin las nmasi aw nmasəy lari.**

   _____

Key

Tape exercise 1.

1.	emphasis on the possessor	ordinary emphasis
2.	emphasis on the possessor	ordinary emphasis
3.	emphasis on the possessor	ordinary emphasis
4.	emphasis on the possessor	ordinary emphasis
5.	emphasis on the possessor	ordinary emphasis
6.	emphasis on the possessor	ordinary emphasis
7.	emphasis on the possessor	ordinary emphasis
8.	emphasis on the possessor	ordinary emphasis
9.	emphasis on the possessor	ordinary emphasis
10.	emphasis on the possessor	ordinary emphasis
11.	emphasis on the possessor	ordinary emphasis
12.	emphasis on the possessor	ordinary emphasis
13.	emphasis on the possessor	ordinary emphasis
14.	emphasis on the possessor	ordinary emphasis
15.	emphasis on the possessor	ordinary emphasis

Tape exercise 2.

See the Pashto Alphabet Writing Manual, Unit 7, Lesson 4, Key to Homework Exercise, for answers.

Exercise 3.

1. **dre wruna larəm.**
2. **koranəy mo bikhi loya da.**
3. **alāwa pə wruno tsalor khwaynde ham larəm.**
4. **wruna me aw de agho wāṛə lə plār sara wosegi.**
5. **takhmin las wreruna aw wrere larəm.**

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

pindzam dars: tɪkrār

Lesson 5: Review

LESSON OVERVIEW

In this lesson, you are reviewing the words you have learned for relatives, weak pronouns, and strong possessive pronouns.

WORD STUDY

Here is a list of the vocabulary given in Lessons 1 - 4 of the Unit. As in previous Review lessons, the words are listed dictionary-style, with grammatical information preceding the English meaning. Nouns are listed in direct singular form. Adjectives are listed in masculine direct singular form.

agha m. strong pronoun. **agho, agha, agho** he/his/him (when person referred to is not present) 7,2

agha f. strong pronoun. **agho, aghe, agho** she/her (when person referred to is not present) 7,2

alōwa pə phr. besides 7,4

amdā adv. just, only 7,1

arumaru phr. for sure 7,2

ba future particle. will (be, start, etc.) 7,1
bal sabā phr. day after tomorrow 7,2

chā obl. form of **tsok** 7,4

de _(day)_ shpa phr. the evening before (day) 7,2
de _x_ tsa keg- phr. How is _____ related to x? 7,1
dumra adv. that much 7,1
dar weak pronoun, oblique form. you, you-all. 7,3
dzān ta phr. by myself, yourself, him/herself, etc. 7,3

ghwāṛ- vb. stem. invite 7,2
ghaṛay n. m3. member 7,4

khor n, irreg. **khor, khwaynde, khwayndo** sister 7,2
khordza n, f. irreg. **khordze, khordze, khordzo** niece (sister's daughter) 7,4
khpal adj., 1.. (his, her, my, your, etc.) own 7,2
khpalwān n, m. irreg. **khpalwān, khpalwān, khpalwāno** male relatives 7,1
khpalwāna n, f1. female relatives 7,1
khwrayay n, m. irreg. **khwrayān, khwrayi, khwrayo/āno** sister's son 7,2
koranay n, f2. family 7,1
kashar adj, 1. (feminine forms are **kashra, kashre, kashre, kashro**) young 7,1

leg- vb. stem. send 7,2

mālim n, m1. teacher (male) 7,3
mālima n, f. irreg. **mālimāne, mālime, mālimāno** teacher (female) 7,3
mandzway adj, 3. middle 7,1
māmā n, m. irreg. **māmāgān, māmā, māmāgāno** maternal uncle 7,2
melmastyā n, f3. party 7,1
meṛa n, m2. husband 7,2
mor n, irreg. **maynde, mor, mayndo** mother 7,3
mashar adj, 1. (feminine forms are **mashra, mashre, mashre, mashro**) old 7,1

nāwakhtə adj, 6. late 7,1
ngor n, f. irreg. **ngaynde, ngaynde, ngayndo** daughter-in-law 7,4
nikə n, m. irreg. **nikunə, nikə, niko/unə.** father's father 7,1
nmasay n, m3. grandson 7,1
nmasay n, f2. granddaughter 7,2
numeg- vb. stem. be named 7,3
nyā n, f3. grandmother 7,2

plār n, m2. father 7,1

rā weak pronoun, oblique form. us, me 7,3
rawal- vb. stem. bring 7,2

_____ sarə pezan- vb. phrase. know, be acquainted with 7,3
sāt n, m3. hour 7,1

_____ _____ tə wadaw- vb. phr. marry (girl) to (boy) 7,2
_____ tə wādə adj. phr. be married to 7,2
tənā adv. alone 7,3
tarjumān n, m1. translator 7,1
tayār adj, 1. ready 7,2
tālim kaw- vb. stem. study 7,1
tera kam vb. phr. I intend to stay. 7,2
tror n, f. irreg. **traynde, tror, trayndo** aunt 7,2
trorzay n, m3. male cousin 7,1
trorzay n, f2. female cousin 7,1
trə n, m. irreg. **trunə, trə, trunə.** paternal uncle 7,1
tujārat n, irreg. (all forms are the same). business 7,1
tərbur n, m. irreg. **tərbrunə, tərbrə, tərbro/unə** distant male cousin 7,1
tərbrə n, f1. distant female cousin 7,1

wanis- vb. stem. take, as in "take an amount of time." 7,1
war weak pronoun, oblique form. him, her, it, them 7,3
wrārə n, m. irreg. **wreruna, wrārə, wrero/unə.** nephew (brother's son 7,1
wrerə n, f1. niece (brother's daughter) 7,1, 7,4
wror n, m. irreg. **wrunə, wror, wrunə.** brother 7,1
waraseg- vb. stem. reach 7,2

xadzə n, f1. wife 7,3

ye pronoun. he 7.1

zɽə me də tse phr. It's my plan that.... 7,2
zum n, m1. son-in-law/man who married into a family 7,1
zwanday- adj, irreg. masculine forms like Class 2 adjectives; feminine forms like f2 nouns. alive 7,3

EXERCISES

Tape exercise 1.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Tape exercise 2.

1. _____ 2. _____

3. _____ 4. _____

5 _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

Exercise 3

Write the plural and oblique forms of the nouns below.

	direct sg.	direct pl.	oblique sg.	oblique pl.
1. **khpəlwān**				
2. **tərbur**				
3. **nikə**				
4. **wror**				
5. **mor**				
6. **khor**				
7. **tror**				
8. **ngor**				
9. **trə**				
10. **māmā**				
11. **wrārə**				
12. **khwrəyay**				
13. **khordzə**				

Key

Tape exercise 1.

1. yāra ka pa laṇḍa lār lāṛ su pāw bānde yaw sāt ba wanisi.
2. logar ta ba tsa wakht warasegi?
3. zṛa me da tsa de jume pa wradz wakhwadzegam.
4. lare melmāna ba sabā aw bal sabā rā warasegi.
5. de patang nyā ba sabā ta gharma rā warasegi.

Tape exercise 2.

See the Pashto Alphabet Writing Manual, Unit 7, Lesson 5, Key to Homework Exercise, for answers.

Exercise 3.

1.	khpalwān direct sg.	khpalwān direct pl.	khpalwān oblique sg.	khpalwāno oblique pl.
2.	tarbur direct sg.	tarbruna direct pl.	tarbra oblique sg.	tarbruno oblique pl.
3.	nika direct sg.	nikuna direct pl.	nika oblique sg.	niko/uno oblique pl.
4.	wror direct sg.	wruna direct pl.	wror oblique sg.	wruno oblique pl.
5.	mor direct sg.	maynde direct pl.	mor oblique sg.	mayndo oblique pl.
6.	khor direct sg.	khwaynde direct pl.	khor oblique sg.	khwayndo oblique pl.
7.	tror direct sg.	traynde direct pl.	tror oblique sg.	trayndo oblique pl.
8.	ngor direct sg.	ngaynde direct pl.	ngor oblique sg.	ngayndo oblique pl.
9.	tra direct sg.	truna direct pl.	tra oblique sg.	truno oblique pl.
10.	māmā direct sg.	māmāgān direct pl.	māmā oblique sg.	māmāgāno oblique pl.
11.	wrāra direct sg.	wreruna direct pl.	wrāra oblique sg.	wrero/uno oblique pl.
12.	khwrayay direct sg.	khwrayān direct pl.	khwrayi oblique sg.	khwrayo/āno oblique pl.
13.	khordza direct sg.	khordze direct pl.	khordze oblique sg.	khordzo oblique pl.